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ABSTRACT

This publication outlines the ways in which school districts are implementing school reform. Information in this resource directory is based on a survey of national affiliate districts and members of the National School Boards Association's (NSBA) Federal Relations Network. Section 1 discusses school reform, the role of school boards in improving American education, and general information gathered from the NSBA survey of school districts. Findings indicate that time, money, and teacher resistance are the primary obstacles to reform. The most frequently undertaken reform actions involve parent and community involvement, professional development, changing the school day and year, and changing the decision-making process. Section 2 provides brief descriptions of 543 ways in which school districts have implemented school reform. These tips are organized into 29 categories. Each tip includes a brief description of the reform, estimated costs, and a contact person and telephone number. Section 3 includes basic information on the school districts that participated in the survey. (LMI)

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NSBA BEST PRACTICES SERIES

ED 360 699

RESTRUCTURING REFORM & REALITY

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What School Districts are Really Doing

about NSBA...

The National School Boards Association is the nationwide advocacy organization for public school governance. NSBA's mission is to foster excellence and equity in public elementary and secondary education in the United States through local school board leadership. NSBA achieves its mission by amplifying the influence of school boards across the country in all public forums relevant to federal and national education issues, by representing the school board perspective before federal government agencies and with national organizations that affect education, and by providing vital information and services to Federation Members and school boards throughout the nation.

NSBA advocates local school boards as the ultimate expression of the unique American institution of representative governance of public school districts. NSBA supports the capacity of each school board — acting on behalf of and in close concert with the people of its community — to envision the future of education in its community, to establish a structure and environment that allow all students to reach their maximum potential, to provide accountability for the people of its community on performance in the schools, and to serve as the key community advocate for children and youth and their public schools.

Founded in 1940, NSBA is a not-for-profit federation of state associations of school boards across the United States and the school boards of Hawaii, the District of Columbia, the U.S. Virgin Islands, and the Commonwealth of Puerto Rico. NSBA represents the nation's 97,000 school board members. These board members govern 15,500 local school districts that serve more than 41 million public school students — approximately 90 percent of all elementary and secondary school students in the nation. Virtually all school board members are elected; the remainder are appointed by elected officials.

NSBA policy is determined by a 150-member Delegate Assembly of local school board members from throughout the nation. The 24-member Board of Directors translates this policy into action. Programs and services are administered by the NSBA Executive Director, assisted by a professional staff. NSBA is located in metropolitan Washington, D.C.

NSBA PROGRAMS AND SERVICES

- National Affiliate Program — enables school boards to work with their state association and NSBA to identify and influence federal and national trends and issues affecting public school governance.
- Council of Urban Boards of Education — serves the governance needs of urban school boards.
- Large District Forum — serves the governance needs of large but non-urban boards.
- Rural and Small District Forum — serves the governance needs of rural and small enrollment districts.
- Federal Relations Network — school board members from each Congressional district actively participate in NSBA's federal and national advocacy efforts.
- Federal Policy Coordinators Network — focuses on the administration of federally funded programs.
- Award Winning Publications — The American School Board Journal, The Executive Educator, School Board News, and special substantive reports on public school governance throughout the year.
- Institute for the Transfer of Technology to Education and Technology Leadership Network — advances public education through best uses of technology in the classroom and school district operations.
- Council of School Attorneys — focuses on school law issues and services to school board attorneys.
- Annual Convention and Exposition — the nation's largest policy and training conference for local education officials on national and federal issues affecting the public schools in the United States.
- National Education Policy Network — provides the latest policy information nationwide and a framework for public governance through written policies.
- Training/Development and Clearinghouse Information — for the policy leadership of state school boards associations and local school boards.

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RESTRUCTURING REFORM AND REALITY

WHAT SCHOOL DISTRICTS ARE REALLY DOING

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Foreword

Long before publication of A Nation At Risk, school boards were strong advocates of school reform. Today, school boards, their state associations, and NSBA remain committed and forceful leaders for continuously improving our nation's schools. This publication, Restructuring, Reform, and Reality: What School Districts Are Really Doing, outlines more than 500 ways school districts are pursuing their goal of educational excellence.

This publication, and the study on which it was based, were sponsored by NSBA's National Affiliate program on behalf of local school district subscribers. It is the third in a series of publications outlining the "Best Practices" in school districts. The National Affiliate program includes the Council of Urban Boards of Education (CUBE), the Large District Forum (LDF), and the Rural and Small District Forum (RSDF). In addition to the "Best Practices" series, the National Affiliate program -- in partnership with many state associations across the nation -- provides numerous services designed to improve American education, including conferences and publications.

The information in this resource directory was based on a survey of National Affiliate districts as well as members of NSBA's Federal Relations Network. It has been organized to provide local school board members with ready access to information about how other school districts are responding to the challenge of school reform.

Local boards and their state associations may also wish to use this publication for advocacy at the local, state, and national levels. Clearly, local school boards remain energetic in their pursuit of school improvement.

Even one of these tips may help your district better meet the needs of your students. We hope that Restructuring, Reform, and Reality will help all school districts as they strive to provide the best possible education to every child.

Very truly yours,

William M Soult

William M. Soult
President

Tom Shannon

Thomas A. Shannon
Executive Director

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How to Use This Directory

This publication focuses on school reform or restructuring. Section I discusses school reform, the critical role school boards are playing in improving American education, and general information gathered from the NSBA survey of school districts.

Section II includes brief descriptions of 543 ways school districts have implemented school reform. The tips are organized into 29 categories:

Accountability
Administrative reorganization
Choice
Community/parental involvement
Creative use of space
Creative use of time/organization of the school day
District/state relationship
Facilities
Grouping for instruction
Instructional materials
Integrating services/collaborations
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Standards
Student assessment/outcomes
Teaching techniques
Use of technology
Use of non-traditional personnel
Other

Each tip includes:

- A brief description of the reform or restructuring effort, based on information provided by the school district
- Estimated costs (or savings, in some cases), again based on information provided by the school district, if this information was provided by the school district
- A contact person and telephone number, if one was provided.

Section III includes basic information on the school districts that participated in the survey. Districts are listed alphabetically, by state. Information in this section, all provided by the school districts responding, includes the school district name, mailing address, and other pertinent information, including district size and type. Section III also serves as an index to Section II, listing the page numbers on which reform efforts from that district appear.

Thus, districts who want to learn what other school districts in their state are doing to implement school reform can turn to Section III for the listing of districts in their state included in this publication, and then find the appropriate references in Section II. Districts can also use Section III to identify districts of similar size, again turning to Section II to see how these districts have addressed specific issues.

Another important way for local boards to use this publication is for advocacy at the local, state, and national levels. Demonstrating your board's commitment to continuous improvement is a critical component of building support for education. As this publication clearly indicates, there is no shortage of ideas or creativity on the part of local school boards.

Given space limitations, individual program descriptions are necessarily brief. For more information on how a reform effort really worked—as well as specifics on such issues as working with teachers and community to implement the reforms—telephone the contact person listed in Section II.

Section I - How School Districts Are Meeting the Challenge of School Reform

In 1993, the school reform movement entered its second decade. The past decade has been among the most exciting in American education, both in the number of new initiatives launched and in the sustained focus on reform.

Since A Nation At Risk was published in 1983, states and school districts have enacted thousands of reform efforts. For example, by 1984, 30 states had adopted minimum competency tests, and action was pending in 12. School boards raised high school graduation standards, and instituted more rigorous curriculum in all disciplines. They made major investments in teacher salaries and in teacher training. They established their goals and vision for the future.

All this activity came about not because most schools were failing, but because their responsibilities had become even greater. A changing workforce required that all employees be able to understand complicated mathematics and to express their thoughts clearly, for example. Changing family patterns meant that some tasks that had traditionally been the responsibility of parents were now left to the schools. Finally, American schools, like American businesses, recognized the need for continuous improvement as a requirement of living in a rapidly changing world.

On the national level, school board members have been leaders in the movement to make America's schools even better. For example, a cooperative project between the U.S. Department of Education and the National School Boards Association led to the publication of The National Education Goals: America's School Boards Respond. This joint project, which involved school board representatives from across the nation, outlined some of the ways school boards were turning the national education goals into practical realities in their districts, and suggested additional ways school boards could improve education at the local level. NSBA also continues to work toward including local school board representatives on national panels addressing school reform, education standards, and other key issues.

Yet as the nation enters its second decade of reform, school board members are continuing to look for additional ways to improve schools to meet the realities of today's increasingly diverse students. Many are tightening accountability measures, setting high standards for student achievement and then holding staff members accountable for reaching those goals. Others are exploring new governance structures, encouraging individual schools to make more decisions at the local school level. Yet despite all this activity, some critics still argue that local school boards are an obstacle to change.

Many new initiatives seek to remove authority from local school boards. Site-based decision-making, for example, is sometimes viewed as a way to reduce the authority of local school boards. On the national level, NSBA has successfully advocated in President Clinton's Goals 2000: Educate America Act for a clear, governing role for local school board members in leading innovation efforts at the local level.

It was in an effort to find out what school boards are doing in this important area that NSBA launched the study that led to Restructuring, Reform, and Reality, the third in a series of NSBA Best Practices publications. NSBA selected survey responses from the more than 2,000 National Affiliate school districts as well as members of NSBA's Federal Relations Network to ask them about what they are doing to improve education.

NSBA's questionnaire asked districts whether they were making systemic changes . . . or approaching reform on a piecemeal basis (or whether they wished the whole subject would just go away.) It also asked districts to highlight specific efforts they have undertaken, to discuss activities that were not successful, and to outline the major barriers to their efforts to improve education in their communities.

The results of that survey include 543 specific school reform efforts collected in Restructuring, Reform, and Reality.

REFORM IS ALIVE AND WELL

Locally initiated school reform is alive and well across the United States, according to the respondents to the NSBA survey. Some of the activities changed virtually all aspects of local school district operations. For example, the San Diego, California, schools have just developed an accountability and policy plan. Now being piloted in ten schools, the plan covers everything from relationships between the central office and local schools to the way decisions are made in school buildings. Other reforms focused on a single school, such as New York City's choice program, offering schools that specialize in everything from vocal singing (the Harlem Choir Academy) to the El Puente School for Peace and Justice.

Districts were asked to check all the areas in which their districts had already implemented education reform. They were also asked to give a detailed description of two or three reforms their districts had adopted. In the following chart, the first column indicates the percentage of districts indicating that they had adopted reforms in each of the categories. The second column indicates the number of tips that are included in Section II of this publication.

(Answers total more than 100% because districts could list as many as they chose.)

These results indicate that school reform is clearly a major priority of school boards, and that it remains a major part of what school boards do.

Thomas A. Shannon, Executive Director of NSBA, recently told The Washington Post that many of the practices now embraced by school boards would not have been accepted as recently as five or six years ago. "Our viewpoint today is that education is part of raising up children." As a result, he says, emphasis on collaborations with other social service agencies, for example, have become an important part of many districts' educational programs.

OBSTACLES TO REFORM

Time and money (or money and time) are the primary obstacles to school reform, according to the districts who responded to the NSBA survey. Typical of these responses is Brevard County, Florida: "The two greatest obstacles have been (1) lack of funding available at the local/school level to initiate significant research-based improvements, and (2) insufficient time to plan and organize."

The San Diego, California, schools made a similar observation: "The greatest obstacles, of course, are lack of time and money. In addition, the complexity of a large, urban school district added challenge to school reform efforts."

WHAT CHANGES HAVE SCHOOL DISTRICTS ADOPTED?

	% OF DISTRICTS	# OF TIPS
Accountability	47%	22
Administrative reorganization	44%	14
Choice	23%	21
Community/parental involvement	65%	48
Creative use of space	23%	10
Creative use of time/Organization of the school day	26%	34
District/state relationship	17%	5
Facilities	26%	15
Grouping for instruction	50%	31
Instructional materials	38%	8
Integrating services/collaborations	45%	39
Labor-management relationships	29%	20
Locus of decision-making	46%	22
Minimum teacher competencies	8.5%	0
Modified school year	12%	13
Professional development	62%	38
Public/private partnerships	45%	21
Role of school boards	18%	3
Role of teachers	28%	9
School district consolidation/deconsolidation	9%	8
School finance	23%	15
School policies	24%	13
School-to-work transition	23%	18
Student assessment/outcomes/standards	51%	17
Teaching techniques	46%	13
Use of non-traditional personnel	9%	8
Use of technology	60%	51
Other	15%	27

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Time is an essential component of school reform. It takes time to analyze research, time to plan, time to train teachers, and time to convince the community that new ways of doing things are in the best interests of children and education. Yet time is always a scarce resource in schools.

The Danbury, Connecticut, Public Schools found that the lack of planning time became the single biggest hurdle to overcome. "We could only free up teachers for so many days," noted Kathleen Dzubak, project administrator for the district, "and then it began to impact the schools and the children. We found that school went on even while were engaged in major reform efforts."

For the El Segundo, California, schools, lack of time also became a major obstacle. "The greatest difficulty we have faced has been in finding time for the staff to meet and discuss changes. There has been concern about the value of staff development time versus class seat time," the district noted.

Yet without sufficient time, many worthwhile new initiatives are unlikely to be successful. As the Bakersfield, California, schools noted, "In order to get teachers to buy into reform efforts, they need to be involved in planning, implementing, and evaluating the reform."

Money is the second major obstacle to reform. In the early 1980s, states and districts were able to secure additional funding for school improvement. But as the recession affected more and more districts, many other important efforts, including curriculum development and new approaches to student assessment, still remain unfunded or underfunded. In fact, the Dade County Public Schools noted that "continued reduction of funds from the state have had a serious impact on professionalization programs." As a result, the district noted, the district has had to "revise professionalization priorities in light of these reduced funds."

On the national level, NSBA also has pointed out that ambitious goals for school improvement (including the Goals 2000: Educate America Act) will require substantial investment of funds from both the national and state government. Without this commitment, it is unlikely that local school boards will be able to do all that is being asked of them.

Other districts described programs—ranging from after-school activities for latchkey students to more technology in classrooms—that they had been unable to fund. The pervasive impact of low funding for education was best summarized by one district, which when asked, "Please list the one or two greatest obstacles you have faced in implementing school reform," responded simply: 1. Money 2. Money.

Yet while school board members and educators understand the relationship between adequate funding and school reform, taxpayers may not always see things the same way. As Val Dombrowski, a school board member from Redondo Beach, California, noted, "I believe that 'reform' has different definitions for staff, board members, and community. Reform to the taxpayer means cut out the fat and get rid of the dead wood."

Another school superintendent noted, "In too many places, 'school reform' means 'cut the budget.'"

A third obstacle is a resistance to change—from teachers, from community members, and sometimes even from current or aspiring school board members. Although the national teacher organizations have been among the strongest proponents of education reform, their local affiliates do not always follow that lead.

In district after district, "teacher resistance" was noted as a barrier to many new programs. As one school board member noted, "mistrust from the state and local union" made school reform a "battle of wills" in the district. Another board member observed, "School staff have apprehension about making decisions for which they are accountable. It is easier to gripe and have someone outside the schools responsible for what happens."

The general public may also resist. As one Florida district noted, "Educators, parents and community fear the innovative. They expect schools to remain 'like they were when I was in school' while society and children differ radically from the recent past."

The secret to overcoming this resistance is to communicate clearly and regularly about the need for change . . . and the district's commitment to doing things differently. The school board's leadership in communicating its commitment to school improvement is essential for success.

Some boards also noted that resistance sometimes came from within their own ranks . . . or from outsiders with political agendas who want to be elected to school boards. Although more than 67 percent of those who responded to the NSBA survey said that school reform had not been a key issue in their most recent school board election, a growing number of districts have faced challenges to reform efforts. In Pennsylvania, for example, the move to outcome-based education was criticized by conservatives and the religious right, who argued that the state's program fostered New Age philosophies.

A board member observed, "In the midwest, both ultra-conservatives and religious groups have opposed a number of progressive projects and curricular approaches." Another noted, "We are currently receiving questions from the fundamentalists in our community questioning outcomes, critical thinking, self-esteem as being anti-parent/family. These people are well organized and gaining notice!"

Has school reform been a key issue in your most recent school board election?
Yes - 20 percent
No - 67 percent
No response - 13 percent
from the NSBA survey

A willingness to innovate is a critical element in school reform—and in keeping school boards focused on policy rather than administration. "Maintaining a clear focus on important education policy issues is the most important responsibility of the school board," says Leland Yee, chairman of the Council of Urban Boards of Education.

A fourth barrier is the lack of appropriate processes that allow schools to be accountable for student achievement. As the Milwaukee Public Schools noted in the NSBA survey, without these measures, "the public still relies heavily on standardized test scores to measure a school's success."

WHAT DIDN'T WORK
"Site-based management does not appear to work when we have rapidly declining budgets. The struggle to maintain resources makes it very difficult for groups to successfully manage the downsizing of an organization."
from the NSBA Survey

WHAT ARE DISTRICTS DOING?

Section II of this publication lists 543 specific reforms that school districts have already implemented. The three categories mentioned most frequently were involving parents and the community (by 65 percent of responding districts); providing adequate professional development for all staff members (62 percent); and incorporating technology into the instructional program (60 percent). In addition, several districts mentioned creative ways of finding more time for professional development for teachers. Given the number of districts that list "lack of time" as a significant barrier, it is worth examining how other districts have dealt with this problem.

Involving Parents and Community

Schools exist as part of communities . . . and they cannot succeed without the support and help of the communities they serve. It is therefore not surprising that the single reform most often mentioned by those responding to the NSBA survey (65 percent of responding districts) were programs to increase parent and community involvement in education.

One of the most extensive parent involvement programs was described by Portland, Oregon. This four-year program began by providing all staff—including school secretaries—with training in how to work with parents.

The Liberty County, Georgia, schools have used community and parent volunteers to combat school violence. Community volunteers have established the Silent Witness program at the high school or middle school level. Volunteers visit each English class each year. They explain to students that they have the right to a clean and safe learning environment, and give students a telephone number to call if they have learned of information that could threaten their safety. Volunteers also assure students that although the information will be referred to the school authorities, students' names will never be used.

Another interesting approach to parent involvemen was described by the Limon County School District in Colorado. The district's homework policy now stipulate that all students will come to school with their homewor complete. What happens if students arrive with homework undone (as some 60 percent did when the policy was first initiated)? Parents are required to come to school to sit with their child until the work is complete. Homework must be done at or above a passing grade level (78 percent). By the end of the school year, fewer than 2 percent of students came to school with their homework unfinished.

Professional Development

Today's school reforms encompass everything from new curriculum to new teaching methods. For the nation's 2.4 million teachers, these reforms will require major effort to learn new ways of operating in the classroom. Marla Ucelli, a senior program adviser at the Rockefeller Foundation, says, "If we don't deal with the issue of ongoing training and renewal for people in the classroom, then none of the reforms we think are valuable are going to stick."

David K. Cohen, a professor at Michigan State University, agrees. "Serious reform has to involve serious learning" for teachers, he told Education Week. "There are relatively few people who have a sense of how enormous the learning is, and how difficult it will be to encourage it."

The NSBA survey indicates that most school districts are recognizing the need for increased professional development. In fact, it was the reform effort mentioned by 62 percent of all responding districts.

One of the most important aspects of this emphasis on professional development has been a shift in the way schools provide continuing education to teachers and other staff members. The Salina, Kansas, schools reflect these changes. Over the past several years, professional development has changed from a "one-shot, district-wide event, usually with a motivational speaker," to a model based on effective staff development methods—practice and feedback. Decision making was shifted from an administrator at the central office to building-level school improvement teams and a professional development council made up of teachers and administrators.

In Kentucky, the Jefferson County Public Schools/ Gheens Professional Development Academy is responsible for all education and training of teachers and administrators in the district. The district believes that professional development is a primary instrument in school reform. From establishing a peer coaching model for teachers to serving as the contact for the Coalition of Essential Schools, the academy touches the lives of virtually all school staff members.

In Dallas, Texas, the district now funds "staff-development associates" in each school. These teachers are responsible for identifying their school's needs, arranging for appropriate inservice, and training new teachers.

This shift is in line with what most experts now agree is the best way to foster long-lasting changes in teacher behavior. The Center for Research on the Context of Secondary School Teaching at Stanford University found, "Those teachers who made effective adaptations to today's students had one thing in common: Each belonged to an active professional community which encouraged and enabled them to transform their teaching."

Yet with both time and money as scarce resources, districts are having to be creative in finding time for staff development. For example, the Amphitheater School District in Arizona has added 15 minutes to four school days to comply with state regulations governing the total time children must spend in school. Teachers use that "banked" time on a fifth day to share, learn, plan, and support each other. (In some Amphitheater schools, the inservice sessions are held biweekly rather than weekly.)

In the Christina School District in Delaware, teachers and parents agreed to add 15 minutes per day of instructional time in order to "bank" 6.5 days of staff development. The teacher's union, however, is opposing a proposal to add an additional 30 minutes per day to accumulate 12 additional staff development days.

The Osborne County, Kansas, schools have found another way to foster professional development. Teachers in the district gain credit for moving on the salary schedule by attending educational seminars other than college credit courses. They also can gain credit by working on the district's outcomes program or other mandated programs.

Changing the School Day and Year

For the typical school district, time is money. On average, 85 percent of the school budgets are devoted to staff salaries. At an average per-pupil cost of $27.45 per day, the National Education Association estimates that lengthening the school year to the 210 days that is more typical in Asia and Europe would require an additional $33 billion in funding.

As a result, few schools have been able to lengthen the school year significantly. Yet districts are making progress. Twelve percent of respondents to the NSBA survey indicated that they were modifying the school year, and another 26 percent mentioned other efforts to use time more creatively.

The state of Minnesota, for example, plans to add two additional days of schooling each year until reaching a goal of 190 days per year in 1995. The state of Kansas has set a goal of 186 days by the year 1995.

The Valley Center Schools in Wichita, Kansas, have already begun to move toward that goal. The district has added three days to the school year for all students. In addition, the district has developed special programs for education students at risk of school failure. They now attend school until June 30. In Dade County, Florida, more than 60 percent of students participate in some type of summer school program.

WHAT DIDN'T WORK
The decentralization plan that was developed about five years ago divided the schools into six areas, called service delivery areas. It was very expensive—but not very effective. The service delivery areas were dissolved after two years and the focus is now on some school-based decision making, with some decisions made centrally.
Milwaukee, Wisconsin, Public Schools

Other districts are moving to year-round education. Originally begun by districts that lacked the facilities to educate their growing student populations, year-round education is now often seen as a way to improve student learning. By shortening the periods students spend out of school, some educators believe students will retain more of what they have learned . . . and reduce the need for extensive review that usually limits what teachers can teach at the beginning of a new school year. The Orange County, Florida, schools have a typical program. Students attend school for 12 weeks, followed by a three-week break.

Yet efforts to lengthen the school day do not always meet with public support. One survey respondent noted, "Any attempt to extend the school year to do away with the long break during the summer met with significant opposition from the public."

Changing the Way Decisions Are Made

A growing number of districts (46 percent) noted that they are making educational decisions in new ways. Several districts noted that they have created school-improvement teams, including teachers, staff, and parents in the process of making decisions.

Perhaps nowhere is this collaborative decision-making more prominent than in Dade County, Florida. The current contract between the school system and the teachers' union details the collaborative philosophy that serves as the foundation for the school district's reform initiative. The contract contains 44 sections that speak to a broad spectrum of reform initiatives, each supporting a longstanding practice of establishing joint committees and task forces to address reform efforts.

On the other hand, the West Hartford, Connecticut, schools found that school-based management "does not appear to work when we have rapidly declining budgets. The struggle to maintain resources makes it very difficult for groups to successfully manage the downsizing of an organization." Those who see school-based management as a cheap way to reform schools should take note.

REFORM REMAINS A PRIORITY

The preceding examples are just a few of the more than 500 reform efforts detailed on the following pages. They clearly indicate that school reform remains a major priority of school boards across the country.

Yet, as one school board member noted, "Until the reform effort is de-politicized and those at the local level are given more opportunity" to make needed changes "(rather than top-down national commissions dominated by businessmen and state legislative mandates) . . . the reform effort is not going to have significant, lasting impact."

Section II: Project Descriptions

This section includes more than 500 specific descriptions of reform efforts, based on information provided by school districts. The tips are organized into 29 categories:

Accountability
Administrative reorganization
Choice
Community/parental involvement
Creative use of space
Creative use of time/organization of the school day
District/state relationship
Facilities
Grouping for instruction
Instructional materials
Integrating services/collaborations
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Minimum teacher competencies
Modified school year
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Public/private partnerships
Role of school boards
Role of teachers
School district consolidation/deconsolidation
School finance
School policies
School-to-work transition
Standards
Student assessment/outcomes
Teaching techniques
Use of technology
Use of non-traditional personnel
Other

Within each category, school districts are listed alphabetically by state.

Contact names and phone numbers, as well as estimated costs, are included if they were provided by school districts. For additional information on school districts, see Section III.

NOTE: It is sometimes difficult to determine how to categorize school reforms. New facilities, for example, may be designed to enhance curriculum or to promote greater use of technology. Labor-management relations may lead to a change in the way decisions are made. As Dr. Neil Johnson, superintendent of the Brecksville Broadview Heights School District in Ohio noted, "Actually, all our reform is linked together. The district worked with strategic planning first. But this was linked to site-based management, technology, total quality management, personalized learning, and outcome-based education."

In most cases, responding districts noted which categories they best believed described their reforms. This section reflects those local decisions.

ACCOUNTABILITY

• The district is using multiple assessments to improve accountability for both students and teachers. Cost: $20,000 per year.

Litchfield Elementary SD, Arizona
Contact: Ace Faust (602) 257-3001

• The school district has identified objectives by grade level. These are reported to parents on each report card. The district creates achievement profiles for each school and submits an annual report on student achievement to the community.

Adams County SD #14, Colorado
Contact: Barbara Conroy (303) 289-3945

• Building accountability teams of parents, faculty, staff, and administrators make building budgets. The budgets are forwarded to the district accountability teams. Once approved at this level, the district administrative team reviews and makes recommendations to the board of education.

Brush Public Schools RE 25, Colorado
Contact: Doug Johnson (303) 842-5176

• The district just completed work on a new accountability policy and plan. Ten schools have volunteered to serve as Leadership in Accountability Demonstration (LAD) schools. A central office advocate has been assigned to each LAD school, and district-level assistance teams are being formed to provide each school with help to meet site-specific needs. Cost: grant funding provided by the Parker and Stuart Foundations, state assessment advocacy funding, and district funds.

San Diego City Schools, California
Contact: Freda Callahan (619) 293-8412

• A district accountability/accreditation committee has focused attention on reviewing a number of outstanding, successful or innovative curriculum programs. The district continues to "review, encourage, and admire the development of building-level accountability committees." Among the issues being reviewed in 1992-93 are block scheduling, transition to middle schools, and the district communication plan.

St. Vrain Valley SD, Colorado
Contact: Ric Rogers (303) 776-6200 x. 315

- Individual schools are assessed annually for effectiveness. This is accomplished both by survey and through disaggregation of data to show results by school as well as district-wide. A committee of teachers, administrators, parents, and community leaders establish goals, objectives, and strategies for improvement based upon the determined need of the school.

Martin County SD, Florida
Contact: Deana Hughes (407) 287-6400 x. 216

- The district has returned responsibility for student performance and educational program excellence to the schools, principals, teachers, and community leaders. Over 50 of the 67 schools adopted school improvement models that use school improvement teams, school-based management with participatory decision making, outcome-based education, school-based staff development, and other changes. This is a continuing effort and the results have met or exceeded expectations.

SD of Escambia County, Florida
Contact: Cecil Carlton (904) 469-6139

- Using the National Education Goals as a model, this district has developed a blueprint for systemwide planning. In the process, a community/school board task force developed long-term recommendations to serve as guidelines for the school board for the next five years. The 160-member task force's recommendations include everything from the makeup of textbook selection committees to inservice courses in multicultural education to the need for more funding for technology. Cost: N/A

Fulton County Schools, Georgia
Contact: Richard Holder (404) 763-6839

Also mentioned by
Crete-Monee SD #201-U, Illinois
Contact: Bill Hoecker (708) 672-2606

- This district is in its sixth year of implementing a plan placing accountability in principals and their staffs. Student achievement, staff growth, and management of student needs are the components. Compensation is based on achieving documentable results.

Bloomington District #87, Illinois
Contact: Leonard Roberts (309) 827-6031

- The district assesses administrators quarterly, based on job description, goals, and leadership skills.

Crete-Monee SD #201-U, Illinois
Contact: Steve Humphrey (708) 672-2680

- A Total Quality Management (TQM) teamwork policy established five leadership teams—one for each building and a 27-member district team. The program provides the framework for the district's ongoing school improvement process, and provides for integrated collaboration of parents, staff, students, board, and community members. Cost: $17,000

Midwest Central District #191, Illinois
Contact: Michael Risen (309) 968-6868

Also mentioned by
Bedford Public Schools, Michigan
Contact: Herbert Moyer (313) 847-6736

- Members of the community, faculty, administrators, and students, as well as board members, met together to develop a mission statement and goals for the school.

Minodia Community H.S. District 111, Illinois
Contact: James Naylor (815) 467-6147

- Rather than having a programmatic approach to reform, the district has tried to integrate positive change into the daily operation of the district, using trial and error or experimentation, as well as learning from other districts. Key questions include: What needs to change? What should it change to? How should change be executed?

Pleasantdale Elementary SD #107, Illinois
Contact: Alice Ericksen (708) 784-2013

- A strategic planning team of 30 people has created a mission statement for the schools. Action team members developed written recommendations for fulfilling each strategy.

MSD of Wayne Township, Indiana
Contact: Rita Brodnax (317) 243-8251

Also mentioned by
Auburn-Washburn USD 437, Kansas
Contact: Howard Shuler (913) 862-0419

Pass Christian Public SD, Mississippi
Contact: Jack Courtney (601) 452-7272

Midland Public Schools, Michigan
Contact: Gary Verlinde (517) 839-2401

Holland Public Schools, Michigan
Contact: Ned Curtis (616) 393-7501

- As part of the Kentucky Education Reform Act, all schools are involved in an authentic assessment program with a rewards and sanctions program. Students must achieve levels of performance established by the state or a school will suffer sanctions.

Fayette County Public Schools, Kentucky
Contact: Ben Oldham (606) 281-0125

• Assessment under the Kentucky Education Reform Act in this district includes transitional, portfolios, and performance events.

Kenton County, Kentucky
Contact: N/A

• Each summer, administrators meet with teachers to develop school management plans that parallel effective schools correlates. Together, they establish goals and objectives, write activities, and set timelines. Audit teams visit schools each spring to monitor progress. Morale has improved and employee support for reform has increased.

Beauregard Parish, Louisiana
Contact: Lennie Hanchey (318) 463-5551

• The district has collected and graphed data on the following areas: attendance, grade distributions, normed test scores, SAT scores, out-of-school suspensions, dropout rates, functional tests, post-secondary enrollment, teacher attendance, students receiving free and reduced price lunch, special education, and Chapter 1. Schools receive information about their school. Each year, the superintendent sets goals and schools use their own data to show improvement toward meeting these goals.

Washington Co. Schools, Maryland
Contact: Carolyn Seburn (301) 791-4149

• Schools establish and publish school improvement goals—anything from increasing parent involvement to improving student attendance and punctuality. The district publishes the actions taken and progress toward meeting the goals.

Portland School Department, Maine
Contact: N/A

• Because of severe budget cuts, some administrators now have dual assignments. For example, the district's director of science also staffs the planetarium. Some elementary school assistant principals also have responsibility as subject matter specialists.

Richardson ISD, Texas
Contact: Carolyn Bukhair (214) 301-3387

• The K-12 Teaching and Learning initiative is a response to the challenges that face urban school districts to improve teaching and learning in all grades. Its goal is to offer all children an equitable, multicultural education and to teach children to think deeply, critically, and creatively. Goals and performance indicators were developed with extensive staff, community, and student input. These goals form the basis for the development of a school effectiveness plan at each school through which schools are held accountable for student achievement.

Milwaukee Public Schools, Wisconsin
Contact: N/A

• Each school has a School Improvement and Effectiveness Committee that identifies goals and is held accountable for achieveing those goals each year. A district committee coordinates district efforts and identifies up to five operational goals each year.

Oshkosh Area SD, Wisconsin
Contact: George Pouba (414) 424-0100

ADMINISTRATIVE REORGANIZATION

• The central administrative staff was reorganized, naming four directors—for administration, finance, instruction, and operations. This eliminates a layer of middle management and gives principals greater authority. The district has also hired several teacher mentors to assume some administrative responsibilities (for example, Chapter 1). Other teacher mentors spend 1/2 day in the classroom and the rest of their time as curriculum resource teachers.

Shelby County, Alabama
Contact: Jim Davis (205) 669-5600

• Before 1990, principals made few decisions that did not require approval by the superintendent. Today, they are informed of their role and their responsibilities—and held accountable for the decisions they make. Working with staff, principals also have the responsibility over their budgets.

Fairfield City, Alabama
Contact: Paul R. Goodwin (205) 780-6137

• The district budget is divided to give the local schools and departments their individual budgets to control.

Globe Unified SD, Arizona
Contact: O.K. Nutting (602) 425-3231 x 205

> *"In too many places, 'school reform' means 'cut the budget.'"*
> A school superintendent

• Reduced budgets required restructuring the administrative team. Responsibilities were consolidated and duties were reassigned. However, there is a "clear loss of services to schools and to the public, although schools are functioning."

Montebello Unified SD, California
Contact: Darline Robles (213) 726-1225

- With the aid of a citizen's committee that evaluated the functions and roles within the school system, the district reorganized its administrative staff in 1990. As a result, staffing was reduced by 1.5 positions. Changes in program emphasized responsibility at the local school level and the development of extensive teacher committees to support the program.

West Hartford, Connecticut
Contact: John J. Battles (203) 523-3500

- Most decisions about school budgets, curriculum planning, and staffing are now made by professionals at the school. The central office curriculum division was organized into teams and given staff development on facilitative techniques for providing assistance and support for schools.

SD of Escambia County, Florida
Contact: Cecil Carlton (904) 469-6139

- Rather than having routine administrative decisions made by administrators only, the administrative cabinet has been expanded to include teachers. Cost: none

Pleasantdale Elementary SD #107, Illinois
Contact: Alice Ericksen (708) 784-2013

- The district administrative staff has been reorganized. Titles now reflect job responsibilities. One job was eliminated.

St. Frances ISD #15, Minnesota
Contact: J.A. Noennig (612) 753-5713

- The school board eliminated the deputy superintendent position when the incumbent retired. It also created a position for the director of technology.

Brick Township Schools, New Jersey
Contact: Dr. Nicastro (908) 477-2800

- This district has phased out chairperson positions. They were replaced with lead teachers (curriculum) and co-administrators (evaluation). Net savings: $200,000

Harborfields CSD, New York
Contact: Ray Walters (516) 754-5320

- The district downsized and combined responsibilities.

Harrisburg Schools, Pennsylvania
Contact: Randolph Outen (717) 257-8840

- The central office was streamlined by the elimination of several positions. Now principals report directly to the superintendent.

Tooele County, Utah
Contact: Michael Jacobsen (801) 833-1900

- When the district closed five elementary schools, it established a new approach to administrative leadership. Collaborative leadership teams of two principals were assigned to the new elementary schools. They have an equal and joint responsibility for the leadership of their schools. By pairing administrators with different skills, the school benefits.

Northampton County Schools, Virginia
Contact: Nancy Freeze (804) 678-5151

- Central administration was downsized by 97 positions, with an anticipated savings of $3.8 million annually. A second reorganization will eliminate 35 more positions (and authorize 18) at a total savings of $6.1 million annually.

Virginia Beach City Schools, Virginia
Contact: Anne Meek (804) 427-4373

CHOICE

- The district accepts students from neighboring school districts without a tuition charge—and permits its own students to attend neighboring districts. Currently about 300 students leave the district, while another 300 enter each year.

Globe Unified SD, Arizona
Contact: O.K. Nutting (602) 425-3211 x 205

Also mentioned by
Newburyport Public Schools, Massachusetts
Contact: Marilyn Flaherty (508) 465-4456

- This district has always allowed parents free choice among district schools. Two alternative programs (back to basics and child-centered/holistic) are available. The district also facilitates home schooling for parents, making available resource teachers, instructional materials, testing, and networking opportunities. Cost: minimal (administrative)

Cupertino Union SD, California
Contact: Patricia Lamson (408) 252-3000

Other districts offering open enrollment include
Redondo Beach/Redondo Unified, California
Contact: Beverly Rohrer (310) 379-5449

Cleveland City, Tennessee
Contact: D.P. Yates (615) 472-9571

> *"Choice within public education will thwart private school choice advocates."*
> Patricia Lamson, Superintendent
> Cupertino Union School District, California

- The district is moving toward "mission specific" schools and as near to 100% of the students in the system as practicable attend schools of their choice. A mission specific school's theme is a set of organizing principles through which every student engages in all dimensions of learning—knowledge, skills, values, and attitudes that reflect the vision of the school community.

San Francisco Unified SD, California
Contact: Waldemar Rojas (415) 241-6000

- In three elementary schools, one middle and one high school, the district began with substantive changes in curriculum that would raise achievement levels of students. In each case, parents were oriented to the program and given the option to choose that school instead of an assigned school, provided that their students could meet the admission criteria. For programs in existence over one year, student achievement results have been outstanding and the parents are choosing the programs in large numbers.

SD of Escambia County, Florida
Contact: Cecil Carlton (904) 469-6139

- Parents may choose from among five elementary schools if space is available and they provide the transportation. All the Seminole Indian children are transported by their buses to one elementary school by choice. Cost: none

Okeechobee County Schools, Florida
Contact: Danny Mullins (813) 763-3157

- Out-of-county students are accepted at a charge of $175 per year and picked up at the county line. Cost: not significant

Okeechobee County Schools, Florida
Contact: Danny Mullins (813) 763-3157

- Several of the county's 13 high schools have developed magnet programs to provide an opportunity for students to learn more about specific areas. Magnets include International Baccalaureate, engineering and science technology, animal production, international studies, and medical services. Students are bused to the magnets.

Orange County, Florida
Contact: David Sojourner (407) 849-3211

- Interdistrict choice brought in 123 students and $525,000 in the first year. This allowed for the hiring of nine teachers, equipment purchases, and a reduction in the town assessment.

Masconomet Regional Schools, Massachusetts
Contact: Barbara Was (508) 887-5660

- A limited choice policy allows fifth- and eighth-graders who would otherwise be assigned to middle or high schools different from those the majority of their classmates attend. Students are then free to choose the high school where their peers attend, although bus transportation is not provided.

Baltimore County Schools, Maryland
Contact: James Kraft (410) 887-4215

- All students in Nebraska are allowed to choose to attend another district.

Cairo Schools, Nebraska
Contact: Robert Norvell (308) 485-4258

- The New York City Public Schools have created 25 "new high schools." Ranging from the Choir Academy of Harlem to the El Puente Academy for Peace and Justice, these alternative schools are open to students by application. Some schools have admission criteria—performance on a reading test, talent, or student interest.

New York City Schools, New York
Contact: Stanley Litow (718) 935-2790

- All students in grades 9-12 may choose one of two neighboring high schools to attend.

Tuckahoe Common SD, New York
Contact: Robert Moraghan (516) 283-3550

- Each of the district's 32 schools is a magnet school in which the curriculum and program reflects a magnet theme. Examples include the Microsociety School in which children have jobs, earn money, and pay taxes while learning. The Museum Elementary and Junior High Schools offer a museum-focused curriculum. Parents have choices of schools and programs at each level.

Yonkers Public Schools, New York
Contact: Gladys Pack (914) 376-8213

- Parents have a variety of options for student enrollment: a neighborhood area school, a math/science school, an assigned school, or a school closer to home on an existing transportation route. This Prime 6 plan has been chosen by over 1,000 students.

Clark County SD, Nevada
Contact: Kay Carl (702) 799-5474

- Ohio districts may choose whether or not to be part of the state's open enrollment program.

Bucyrus City Schools, Ohio
Contact: Daryl Hall (419) 562-4045

Also mentioned by
Piqua City Schools, Ohio
Contact: Jerry Clark (513) 773-4321

Trotwood-Madison City Schools, Ohio
Contact: Don Davis (513) 854-3050 x. 30

- Students may attend any school in the district via application and lottery.

Greater Albany Schools, Oregon
Contact: Wayne Goates (503) 967-4519

Medford Schools, Oregon
Contact: N/A

Yamhill Education Service District, Oregon
Contact: James Redmond (503) 472-1431

- One magnet school allows students to attend for up to 220 days per year.

Ector County ISD, Texas
Contact: Gene Buinger (915) 332-9151

- The C.I.T.Y school offers seniors an alternative to the regular school program. C.I.T.Y. was developed as a half-day program. Community leaders—college teachers, writers, lawyers, politicians, etc.—teach humanities courses. Students intern for 100 hours in a service agency or a vocation of their choice.

Roanoke City Schools, Virginia
Contact: E. Wayne Harris (703) 981-2381

- Parents have the right to select their child's teacher in grades K-6.

Boyceville Community SD, Wisconsin
Contact: Susan Halseth (715) 643-4331

- Parents may request that their child attend a middle school or high school out of the family's attendance area, subject to the availability of space and staff. High school students who elect this option forfeit one year of athletic eligibility.

SD of Janesville, Wisconsin
Contact: Leslie Steinhaus (608) 758-6428

- Parents are free to choose between two attendance areas. Choices, made in the summer, are for one year only. The district has found that few people actually move, but they "don't feel coerced" to attend the school to which they have been assigned.

Werton County SD #1, Wyoming
Contact: Ray Partridge (307) 746-4451

COMMUNITY/PARENTAL INVOLVEMENT

- The district has formed strategic planning committees at each of its schools. They include classified and certified staff members, an administrator, community members, and a school board member. The committees have developed a mission statement, goals, and objectives for each school with input from staff and community. Planning for capital outlay, bond issue items, budget, and programming issues are funneled through the committee.

Littleton Elementary SD #65, Arizona
Contact: Myrtle Combrink (602) 936-3333

Also mentioned by
Arriba-Flagler CSD #20, Colorado
Contact: Mark A. Ricken (719) 765-4684

Grand Rapids, Michigan
Contact: Patricia Oldt (616) 771-2115

- Beginning with a series of community meetings, including volunteers going to every high school classroom to talk with students, this district is engaged in a community effort to reinvent high school. Four teachers were released half time from classroom instruction to form the core of the planning/implementation team. Cost: staff time

Scottsdale SD, Arizona
Contact: John Butts (602) 952-6239

- The district is using the Cambridge model for strategic planning.

Yuma District #1, Arizona
Contact: Steve Farrar (602) 782-6581 x. 311

- The Ridgecrest Renaissance is a joint effort between a high school and local businesses. The goal is to increase student motivation. Incentives range from cards for student discounts at local businesses to tee-shirts. Results include substantial increases in students qualifying for honor roll, merit roll, perfect attendance, as well as a general attitude change throughout the school. Cost: $5,000 - $6,000, locally supported.

Northeast Arkansas School District
Contact: John Shewmaker (501) 236-7744

> *Community partnerships can be very hard to maintain. Time is a problem for both business people and for parents.*
> from the NSBA survey

- The district has hired a parent coordinator, who oversees all activities involving parents. Early in the year, all parents are invited to an annual public meeting at which parents learn of anticipated school programs and offer input about the programs. Constant communication is emphasized—newsletters, individual letters, newspaper ads, and television announcements are among the ways the district communicates. Parenting classes are offered at the local college, with registration at individual school sites. The school district pays the tuition for all district parents who attend the classes. Cost: $27,650

Van Buren SD #42, Arkansas
Contact: Gloria Keifer (501) 471-3141

> *Many people do not see a need for change because by many traditional measures [our district] is successful—and the children of the most active parents tend to be very successful.*
> from the NSBA survey on school reform

- A Parent University offers workshops to train parents in effective parenting skills.

Bakersfield City SD, California
Contact: Ida Randall (805) 631-4761

- For three years, a community committee has worked to foster collaboration among the community at large, parents, staff, students, government, higher education, and the state education department. The committee is actively involved in restructuring, including publishing a report about parent involvement in the schools.

Danbury Public Schools, Connecticut
Contact: Kathleen Dzubak (203) 797-4845

- Each of the district's 11 schools is developing a partnership with a local business. A team at each school attended a day-long workshop and is in the process of implementing a business/school partnership in their school.

Middletown Public Schools, Connecticut
Contact: Ted Warner (203) 347-4461

- The Different Drummer Program was instituted at an elementary school to meet the needs of children considered at risk. They spend quality time with a caring adult, known as a Different Drummer, selected because of their intelligence, their nurturing qualities, and their desire to work with children. Different Drummer volunteers participate a minimum of one hour per week.

Liberty County, Georgia
Contact: La Fayne May (912) 368-3114

- Community volunteers have established the Silent Witness program to protect students against drugs, weapons, or unforseen dangers at the high school or middle school level. Volunteers visit each English class each year. They explain to students that they do not have to live in fear of anything and that they have the right to a clean and safe learning environment. They give students a telephone number to call if they have learned of information that could threaten their safety. Volunteers also assure students that although the information will be referred to the school authorities, students' names will never be used.

Liberty County, Georgia
Contact: Joan Hollingsworth (912) 876-6121

- An ad hoc committee surveyed, researched, and studied in an effort to develop a comprehensive involvement program. The community determined that multiple approaches would be needed to solve problems of different parents (languages, working, etc.). The committee also recommended that the school board develop a policy that expresses the district's commitment to community involvement—and that the board create a new position of parent/community coordinator. The emphasis of future efforts will be on parent education, including at the preschool level.

Niles Elementary SD #71, Illinois
Contact: Richard Tomoleoni (708) 647-6642

- At risk freshmen and sophomores are tutored by volunteer teachers and student "Big Brothers" and "Big Sisters" for 1.5 hours after school twice a week.

Thornton Township, H.S. District 205, Illinois
Contact: Turnitta Rayburn (708) 596-1000 x. 2602

- The "Parents As Teachers" program is an effort to raise the quality of preparation of entering students and to get parents involved. Cost: $4,000 per year

Ell-Saline USD 307, Kansas
Contact: Theresa Weigel (913) 225-6787

- The district has hired a parent activities liaison, who is responsible for coordinating four parent resource centers, as well as planning parent activities and coordinating volunteers. The parent liaison actively promotes parent involvement, helps create links between home and school, and between school and community agencies. The parent centers are staffed by a full-time paraprofessional who coordinates building-level parent involvement activities.

Geary County USD #475, Kansas
Contact: Cheryl Asbury (913) 238-6184

- The Riverton School Volunteer Program (RSVP) operates in grades K-12. Parent and community people volunteer their time to work at schools to help students learn. The district also makes a major effort to get 100 percent participation at parent conferences, including personal contact.

Riverton USD #404, Kansas
Contact: Joanna Burgelin (316) 848-3388

- The district has initiated an Even Start program, a family-centered education program that involves parents and children in cooperative efforts to benefit their children's learning. Early Start (4-year-old preschool) and Parents as Teachers are also part of this district's parent involvement.

Southern Lyon County, Kansas
Contact: Dennis Versch (316) 392-5519

- At the start of the year, parents are encouraged to become volunteers. Parents who volunteer are given an orientation on school policy, operation of equipment, and routine procedures. In a school with an enrollment of 130, parent volunteer time has averaged over 7 hours a day.

Stafford USD #349, Kansas
Contact: Jodi Case (319) 234-5243

- Volunteers serve as tutors for any student who requests help. Business and industry allow company time for their employees to participate.

USD #445, Kansas
Contact: Abby Stose (316) 252-6820

- Parent involvement is encouraged, and a school volunteer coordinator is responsible for organizing their efforts. Last year, more than 170,000 hours were donated. Cost: Negligible

St. Tammany Parish, Louisiana
Contact: Jordan Brooks (504) 892-2276

- The Boston Compact is one of the most successful collaborative efforts in the nation. The Boston School Committee agreed to a number of goals, including improving student attendance and achievement. In return, the business community has agreed to hire the district's students and graduates on a priority basis for summer and part-time jobs during school and for permanent positions following graduation.

Boston Public Schools, Massachusetts
Contact: Edward Dooley (617) 635-9060

- The volunteer program generated nearly 1 million hours from 44,899 volunteers. At $4.00 per hour, these volunteers provided $3.89 million in services to the district.

Baltimore County Public Schools, Maryland
Contact: JoAnn Murphy (410) 887-4171

- Each school has a parent involvement committee. The most valuable result is the gradual development of a corps of volunteers who do a great variety of tasks to improve the school's effectiveness. Cost: a dinner honoring volunteers

Trenton Public Schools, Michigan
Contact: Carol Wallman (313) 676-8600

Also mentioned by
Barrington Public Schools, New Jersey
Contact: Nelson Malony (609) 547-8467

- A home-school-community liaison provides counseling and workshops to involve and train parents of at-risk students. Other activities include parent-teacher-student resource center, students' radio talks. The district also holds joint parent-student sessions on how to use the computer.

Holly Springs SD, Mississippi
Contact: Deneice Johnson (601) 252-7723

- Project LEAP (Longview Education Assistance Project) is a family literacy project. Parents attend school two days a week. They work on basic skills and work toward their GED. They have lunch with their children, who take part in activities that promote literacy.

Hickory Public Schools, North Carolina
Contact: D. Stuart Thompson (704) 322-2855

- Every two months, the district sends home brochures on a topic of interest. A 12-page newsletter is sent home quarterly. Monthly meetings communicate information to volunteer coordinators and PTA presidents, so they are aware of what's happening in the district.

Fort Bragg Schools, North Carolina
Contact: N/A

- A newsletter four times a year keeps parents in contact with what's going on.

Barrington SD, New Jersey
Contact: Nelson Malony (609) 547-8467

- A phone and newsletter chain of key communicators keep the community involved.

North Wildwood, New Jersey
Contact: Mary Kurtz (609) 522-6885

- A "parent university" offers specific courses for parents and other taxpayers. They include computers, health-related workshops, conversational foreign language, and other suggestions.

Totowa Public Schools, New Jersey
Contact: Viktor Joganow (201) 956-2125

- A group of administrators, staff members, one board representative, interested parents, citizens, business owners serve as key communicators. The group meets monthly to discuss programs, budget, buildings, and other school-related ideas.

Totowa Public Schools, New Jersey
Contact: Viktor Joganow (201) 956-2125

- A team of 5 staff members and 1 parent were trained in cooperative communication between home and school. They in turn have trained parents in ways to work effectively with the school to promote better communication.

Amagansett UFSD, New York
Contact: George Aman (516) 267-3572

- In response to concerns that the community did not have enough opportunity to have input into the budget, the district instituted open forums that have no set agenda. Two meetings are held, one in the fall and one in the winter. Residents can ask any question or make comments on anything except personnel matters.

Baldwin UFSD, New York
Contact: Barry Edelson (516) 377-9291

- For the parents of elementary school children, the district has developed a college financial planning fair. Parents learn what they need to know so they can make informed decisions about investment/savings for their children's higher education. Also involved were representatives of 20 private and governmental institutions.

Mineola UFSD, New York
Contact: Harry Jaroslaw (516) 741-5036

- Four parent involvement programs—Family Math, Family Science, MegaSkills, and Parent Outreach—are offered. In Family Math and Family Science, parents and children attend a five-session cycle involved in structured activities that promote science and math.

City SD of New Rochelle, New York
Contact: Gerald Kirshenbaum (914) 576-4204

> *Economic climate in this area increases the possibility that there will be resistance to change. Change is difficult in any case, and even where issues are not necessarily of pocketbook nature, financial implications almost always enter into the discussion.*
> from the NSBA survey

- A 28-member committee including parents, citizens, and school representatives, is working to develop the reforms necessary to move the schools into the 21st century.

Owsego City SD, New York
Contact: Lee Cravotta (315) 343-5885

Also mentioned by
Roslyn Public Schools, New York
Contact: Marilyn Silverman (516) 625-6310

Brecksville Broadview Heights, Ohio
Contact: Neil Johnson (216) 546-5200

Piqua City Schools, Ohio
Contact: Jerry Clark (513) 773-4321

- Two 17-year-olds from a class of autistic students are offered a program at their job sites and at other community facilities (libraries, restaurants, the YMCA) within easy travel distance of their homes. A full-time teaching assistant provides support.

Southern Westchester BOCES, New York
Contact: John McKay (914) 948-7271

- All parents receive a brochure outlining expected student outcomes in each subject area at each grade level, how students will be assessed, and no-cost ways parents can help their children.

Midwest City-Del City Schools, Oklahoma
Contact: Cheryl Steele (405) 737-4461

- A four-year plan to increase parental involvement started with teacher and secretarial training in working with parents. Cost: $90,000 for the first year

Portland Public Schools, Oregon
Contact: Mary Ellen Conklin (503) 280-5780

- Copies of basal readers are provided to parents of eligible Chapter 1 students. Having a home copy of the reader has significantly improved the rate of homework completion. Assignment sheets are sent home weekly. Students are to read orally to a parent, who initials a sheet to indicate that the reading has been completed. Cost: $4,000 annually

Cambria Heights SD, Pennsylvania
Contact: Harold Gabrielson (814) 344-8506

- Senior citizens work for the district and receive tax credits for their time to reduce real estate taxes. This program brings senior expertise into the schools at a nominal cost. Cost: $5 per hour of time, given as a tax credit.

Daniel Boone Area SD, Pennsylvania
Contact: Lewis Cuthbert (215) 582-6106

- Over 100 parents work in the schools on a scheduled weekly basis.

Marion Center Area Schools, Pennsylvania
Contact: Michael Vedere (412) 397-5551

- A Citizens Advisory Committee (parents, community members, business leaders) meets to work on ideas or problems assigned to them by the board. Feedback comes back to the board to help them make informed decisions. Cost: very minimal

Richland SD, Pennsylvania
Contact: Elizabeth Gensante (814) 266-6063

- Parent classes encouraged parents to visit the schools to learn how they can promote education and help their children.

Southern Fulton SD, Pennsylvania
Contact: Alleene Hoopengardner (717) 294-3251

- The superintendent meets with the community in neighborhood coffees in each attendance area. This has enhanced communication.

Aberdeen Public Schools, South Dakota
Contact: Paul Kinder (605) 622-7188

- Community Advisory Teams are exploring many aspects of school life, from the length of the school day to whether the district should offer an International Baccalaureate program.

Bristol City Schools, Tennessee
Contact: Jim Street (615) 988-4171

- A mobile classroom visits different parts of the community each day. One teacher, one aide, and two parent volunteers conduct parenting sessions.

Greensville County, Virginia
Contact: Margaret Lee (804) 634-3748

- A Parent Center Bus makes weekly stops at each of the district's schools, bringing books, educational games, and parenting materials for parents to check out. The program also sponsors preschool co-op programs in neighborhoods. These groups meet in homes and provide preschoolers with chances to play and learn together. The groups also provide support for parents.

Central Kitsap SD, Washington
Contact: Libby Correll (206) 698-4587

- A 15-member advisory council consisting of parents, students, and teachers, work together to promote a positive climate for their school building.

East Valley SD #361, Washington
Contact: Charles Stocker (509) 924-1830

- Family FUN (Fostering Understanding Nurturing) nights are especially designed for young children and their parents. These activity-based, family centered evenings provide family members a chance to come together, have fun, and work on activities that promote learning. Everyone from the newborn baby to a grandparent is invited to take part. Community members also assist.

SD of Greenfield, Wisconsin
Contact: Linda Wandtke (414) 281-7100

CREATIVE USE OF SPACE

- A remodeling project enlarged classrooms for both kindergarteners and third graders. The district also set up a five-piece modular unit to create a new science lab and two regular classrooms. Cost: $200,000

Miami/Yoden SD #60, Colorado
Contact: Richard Hoeppneal (719) 478-2186

- An old school building from 1936 is being used for Chapter 1 students in the second grade. Classes number between 12 and 15 students. Also housed in the building is an Alpha Program for 4th through 6th grade students, which helps with study skills, discipline, and lower reading or math skills.

Okeechobee County Schools, Florida
Contact: Zella Kirk (813) 763-3725

- Placing English classrooms near the library and a computer lab minimized student travel time between areas to maximize classroom time-on task. Cost: $40,000

Ridgewood H.S. #234, Illinois
Contact: David Jennings (708) 456-5880

- Elementary students are reconstructing an actual 1860s log cabin on the school property. The cabin will become part of an outdoor learning lab, accessible to all students, and will be used in the study of Indiana history. The surrounding area will include a pond and wetlands areas for science.

South Madison, Indiana
Contact: Nancy Phenis (317) 649-6631

- In spite of a growing school district, one small elementary school was closed because of the need to reduce operating costs. Cost savings: $200,000

St. Frances ISD #15, Minnesota
Contact: J.A. Noennig (612) 753-5713

- The OASIS tutoring program involves a growing senior citizen population with the schools.

Pattonville School District, Missouri
Contact: Bob Guttman (phone n/a)

- The school board examined use of space in schools as it related to curriculum requirements. As a result, the metal shop is being eliminated and the space will be reconfigured for foreign language and computer labs.

Brick Township Schools, New Jersey
Contact: Dr. Nicastro (908) 477-2800

- A school for emotionally handicapped students was developed, using a former elementary school.

Clarkstown Central SD, New York
Contact: Joel Klein (914) 639-6419

- The district, located in a high-tax, low-wealth area, has reached out to other agencies to encourage them to rent space in schools. They currently rent an entire building to a BOCES and ten additional rooms in two schools to house the county's hearing impaired programs. During the evening hours, the district rents rooms and office space to the fire marshall's office.

East Meadow UFSD, New York
Contact: Lee Campo (516) 794-7000 x. 290

- The Nature Nook is an exploratory center where children will discover the wonders of nature. It is composed of three units that provide a hands-on center where students can interact with animals and plants. Within the center will be plants, invertebrates, reptiles, amphibians, mammals, and fish. Cost: $4,000

Werton County SD #1, Wyoming
Contact: Larry Hodgson (307) 746-2718

CREATIVE USE OF TIME/ORGANIZATION OF THE SCHOOL DAY

- This district added 30 minutes per day to the school day to increase instructional time.

Aleutians East Borough Schools, Alaska
Contact: Tom Ryan (907) 383-5222

- Most schools in the district have some times when teachers can meet to share, learn, plan, and support each other. This has been achieved by adding 30 minutes to four school days to comply with state regulations governing the minutes per week children must spend in school.

Amphitheater Public Schools, Arizona
Contact: Mike Schmoker (602) 690-7797

- Teachers at the 7th and 8th grade levels have scheduled time every day to plan as a core (science, math, language arts, social studies). All students in the middle schools are divided into cores—each taught by the same group of teachers.

Glendale Elementary Schools, Arizona
Contact: Mary Metzger (602) 842-8304

> *"We found that change is messy and threatening and that care has to be taken to assure people that the district is in it for the long haul."*
> Kathleen Dzubak,
> Danbury Public Schools, Connecticut

- Every other Wednesday, the school district dismisses the student body two hours early. Staff development is offered during this time.

Littleton Elementary SD #65, Arizona
Contact: Myrtle Combrink (602) 936-3333

- Class periods in the high school have been shortened. At the end of the school day, students receiving a grade of D or F can return for extra help in the subject they are failing. Students who do not need special assistance can take enrichment classes, or, with parental approval, can work in a work release program.

Williams Unified SD, Arizona
Contact: Glen Hadlock (602) 635-4474

- In September 1992, the district opened an academy program featuring a curriculum specifically designed to prepare students for careers or further education and training in the field of health services. The teachers and administration instituted a modified bell schedule and a student schedule that varies from day to day in response to the needs of the program. The staff and students in other programs within the school continue to operate on a traditional basis.

Montebello Unified SD, California
Contact: Margarita Rosette (213) 773-3871

- This district has adopted an 8-block day plan. Major features include: 1) every-other-day class sessions; 2) classes that meet for 84 minutes; 3) the elimination of study halls. All students now have the opportunity to take 32 courses in a four-year high school career and receive guided practice in class as opposed to no guidance in study hall.

Byron Consolidated USD #226, Illinois
Contact: Gary Hassler (815) 234-5491 x. 225

Also mentioned by
Ignacio SD #11, Colorado
Contact: Fred Smith (303) 563-4521

Minodia Community High School,
District 111, Illinois
Contact: Steve Thomas (815) 467-2146

Albany County SD, Wyoming
Contact: Bob Bryant (307) 721-4420

- The school community agreed to add 15 minutes per day of instructional time in order to "bank" 6.5 days of staff development. The teacher's union, however, is opposing a proposal to add an additional 30 minutes per day to accumulate 12 additional staff development days.

Christina SD, Delaware
Contact: Marlene James (302) 454-2104

- Converting a high school to outcomes-based education required major restructuring. Students have unscheduled learning time each week—as do staff. Instructional Media Centers in each department will serve as a gathering or connection point.

Auburn-Washburn USD #437, Kansas
Contact: Bruce Thezan (913) 862-0958

- A math and science camp have been added to the summer school sessions of music and reading.

Southern Lyon County, Kansas
Contact: Dennis Versch (316) 392-5519

- The district has added three days of school. At-risk students will attend school until June 30. Cost: $36,000 in the introductory year

Valley Center Schools, Kansas
Contact: Ron Ballard (316) 755-7100

> *Any attempt to extend the school year to do away with the long break during the summer met with significant opposition from the public.*
> from the NSBA survey

- The district has eliminated all pull-out programs for special students. This includes Chapter 1, special education, and gifted students. Their special needs are met by the regular teacher with help from special teachers.

Bardstown City Schools, Kentucky
Contact: Patrick Hagan (502) 348-1650

Also mentioned by
Eminence ISD, Kentucky
Contact: Steve Frommeyer (502) 845-5427

- Students who are in danger of falling behind or failing are given extra time after school or in the summer. Cost: $40,000 for one year

Frankfort ISD, Kentucky
Contact: Frank Stauffer (502) 875-8661

- A modular schedule has been implemented to accommodate the demands of a 7-period day. Periods 1 and 7 meet for 50 minutes each day. The other five periods are 87 minutes long and are staggered throughout the week.

St. Tammany Parish, Louisiana
Contact: Billy Heckel (504) 643-7366

- A pre-kindergarten program for young five-year-olds (based on developmental age) was offered.

Comstock Public Schools, Michigan
Contact: Ceville Hinman (616) 388-9440

- "Making Time for Making Change" is a program that dismisses students early on 12 Mondays throughout the year. Students go home one hour early, teachers stay one hour late. Teachers accumulate that time as compensatory time (1-1/2 days). Cost: $10,000

Delton Schools, Michigan
Contact: Marilynn Baker (616) 623-9277

- Several tutorial classes in reading are taught by volunteers and by teachers before the school day.

Humphreys County SD, Mississippi
Contact: Patricia Williams (601) 247-2262

- School starts 15 minutes early 9 days out of 10. On the 10th day, students arrive 2 hours late, while the teachers meet for professional development.

Madison SD, Michigan
Contact: James L. Hartley (517) 263-0741

- Students failing two or more subjects are encouraged to stay after school for a seventh period. Teachers are paid with state remediation/summer school funds. Student tutors are paid with a peer helper grant. Bus transportation is provided.

Perquimans County Schools, North Carolina
Contact: Douglas Umphlett (919) 426-5779

- A 9-period day has increased student course loads, created fewer scheduling conflicts, increased flexibility, and increased access to optional courses. Class size in core subjects increased.

Sag Harbor UFSD, New York
Contact: John Luciano (516) 725-5302

- The school year was lengthened by scheduling unused "snow days" during exam week. Teachers receive their contractual days off, and a small staff is needed to supervise and proctor during exam week.

Sag Harbor USFD, New York
Contact: John Luciano (516) 725-5302

- The school day has been reorganized into four blocks of 90 minutes each. Students enroll in four courses per semester. This offers them an opportunity to focus on fewer courses at one time.

Asheboro City Schools, North Carolina
Contact: Diane Frost (919) 625-5104

- An extra period each day allows junior and senior high school students time for tutoring, test makeup, science lab work, computer lab work, club meetings, etc.

Parma City Schools, Ohio
Contact: Raymond Sposet (216) 885-8313

- The high school has a block schedule with three 90-minute periods and one "encore" period at the end of the day. Teachers teach 3 periods and have one planning period per day. Students must take 3 consecutive classes, but they may take all four. During the "encore" period, students who want extra help from teachers may receive it. Teachers may also require students to attend.

Midwest City-Del City Schools, Oklahoma
Contact: Cheryl Steele (405) 737-4461

- The school day is divided into six modular teaching units. Students begin each day with a homeroom teacher and continue for reading/language arts. During Mod 2, students are homogenously grouped for math. In mods 3, 4, and 6, students receive instruction in science, social studies, and English in heterogenous groups.

Bristol Township SD, Pennsylvania
Contact: William Kent (215) 943-3200

- Schedules change daily (7 or 8 period day) to provide additional electives.

Franklin Area SD, Pennsylvania
Contact: Gene Rexford (814) 432-8917

- Three separate reforms have all dealt with how this district uses time. A full-day kindergarten replaced the traditional half-day program. Qualified students are now permitted to graduate after three years. A 7th period was added to the high school day.

Bridge City ISD, Texas
Contact: Harold Ramon (phone N/A)

- A school-after-school is a dropout retrieval program operating from 4 p.m. to 8 p.m. daily. It offers students who have dropped out another chance to earn a diploma.

Greensville County, Virginia
Contact: Milton Featherston (804) 634-2195

- High school students who do not fit the regular program may attend adult education.

Lee County, Virginia
Contact: John Collier (703) 346-2107

- A middle school block schedule allows teachers to be decision makers about the amount of time needed to achieve student outcomes.

Quantico Dependents' School System, Virginia
Contact: Coleman Starnes (703) 221-9775

- At the request of elementary teachers, the school day was reorganized so they share common planning time.

Virginia Beach City Schools, Virginia
Contact: John Kalocay (804) 471-5858

- Two mornings a week, students have a 30-minute tutorial period. Students use this time for second-chance testing, extended learning opportunities, or meeting with teachers for extra help.

Bremerton SD #100-C, Washington
Contact: Marilee Hansen (206) 478-0753

- About half the elementary schools have an early dismissal one day a week (with the time made up on the other four days per week). On early dismissal days, students can go home or stay at school to attend classes organized by a parent advisory group—Scouts, Tae Kwon Do, dancing, and foreign language, for example. During this time, teachers meet as a group. The same approach is used at some secondary schools, but they have elected a late arrival, allowing students to sleep late one day a week. The time is used for team planning, not for individual work.

Central Kitsap SD, Washington
Contact: Jeannie Harmon (206) 689-3480

> *"In organizing for either early release or late arrival, parents have to be involved from the beginning. Any time an alteration of structure occurs affecting parents, they need to be part of the decision."*
> Central Kitsap Schools, Washington

• Century 21 is a three-year high school. Students begin school two weeks early.

West Valley SD #208, Washington
Contact: Jerry Craig (509) 965-2040

DISTRICT-STATE RELATIONSHIP

• Accreditation standards have allowed the district to improve both the instructional program and administrative operations. The goal is to do more than what is required.

Otoe Elementary SD #78, Nebraska
Contact: Benita Thummel (402) 265-2741

• There is a major bill pending to equalize educational funding throughout the state.

Dallas ISD, Texas
Contact: Robby Collins (214) 824-1620

• In creating individual long-term school improvement plans, schools had the opportunity to request waivers of local policy. Waivers have included permission to offer Algebra 1 as a two-year course, numerical grading for primary grades, and modification of annual school calendars for staff development and parental involvement.

Houston ISD, Texas
Contact: Faye Bryant (713) 892-6070

• The Texas Education Agency allows local school districts to request waivers from some state mandates. This has allowed some schools in this district to pilot a year-round calendar.

Richardson ISD, Texas
Contact: Pam Smith (214) 301-3391

• The school board has regular breakfast meetings with legislators, especially before, during, and after the legislative session. School board members make their concerns know, and the state senator and representatives share information about state level issues and concerns.

Puyallup SD #3, Washington
Contact: Herb Berg (206) 841-8769

FACILITIES

• New guided learning centers, now under construction, will provide flexible spaces for technology, teacher collaboration, libraries, community and school use. The district feels that limited funding and large class size demand collaboration, while technology makes creative solutions more practical. Cost: millions of dollars

Cupertino Union SD, California
Contact: Beverly Armstrong (408) 252-3000

• The Saturn School Project is designed to develop new schools differently. Teams of teachers and administrators write proposals that detail a specific educational plan for a new school in a particular community of the district. Teams are selected by a joint committee of teachers and school administrators and released for one semester in advance of the opening of the school to shape the educational program of the school. This approach encourages the possibility of forging new coalitions in public school education, including those with the private sector, foundations, and universities.

Dade County Public Schools, Florida
Contact: Daniel Tosado (305) 995-1497

• In a Satellite Learning Center (SLC), businesses provide space for a school site at its facility. The school system provides the teachers, instructional materials, and related services. The first SLC opened for children of employees of the American Bankers Insurance Group in a facility constructed and paid for by the host corporation on its grounds located in Miami. Since then, three more centers have opened locally.

Dade County Public Schools, Florida
Contact: Daniel Tosado (305) 995-1497

• In a community made up by nine cities, split by the city of Atlanta, and 75 miles in length, the school board decided that all schools should have the same facilities and resources. The district closed 34 schools and remodeled the remaining 51. Middle schools are in all communities. All classrooms are computer networked. All schools have school-based budgets. Cost: $243 million

Fulton County Schools, Georgia
Contact: William McFatter (404) 763-4593

• The district used patrons to carry out a facility study for the school district, allowing non-school people to see the problems and participate in developing solutions.

Osborne County USD #392, Kansas
Contact: Joe Clouse (913) 346-2145

- A bond issue has made it possible to build a vocational education complex and a new high school. Existing facilities were renovated.

Claiborne County SD, Mississippi
Contact: F.A. White, Jr. (601) 437-4232

- The senior high was upgraded to improve science labs, update art, technology, and home economics departments. The school now complies with ADA requirements.

Baldwin UFSD, New York
Contact: Lee Chapman (516) 377-9272

- A committee that included teachers, support staff, and administrators worked on a facility planning committee. Each member of the committee was networked with a number of other school staff to receive and disseminate ideas, suggestions, concerns, etc. The new school was essentially designed by staff.

Hopevale UFSD, New York
Contact: Joseph Caligiuri (716) 648-1930

- A 10,000-square-foot addition was constructed using modular technology. Cost: $900,000

Tuckahoe Common SD, New York
Contact: Robert Moraghan (516) 283-3550

- A 1988 bond ($675 million) paid for 41 new schools and devoted millions of dollars to renovation projects. All schools are being designed to accommodate goals for technology, energy efficiency, and curriculum.

Clark County SD, Nevada
Contact: Vern Burk (702) 799-8710

- Galena High School was built to accommodate a technologically advanced curricular and instructional program. The school features an integrative computerized instructional, research, and management system that supports a curriculum that focuses on interdisciplinary and thematic units. Students and faculty are organized into teams.

Washoe County SD, Nevada
Contact: Jaculine Jones (702) 851-5630

- A renovation will include adaptations for today's learning. The district recalled bonds and reissued them at a substantial savings. Savings: $35,000 - $40,000

Franklin Area SD, Pennsylvania
Contact: Bob Ord (814) 432-8917

- Because of enrollment growth, this district is constructing a new secondary school to house grades 6 and 7. When it is completed, the high school will change from a 9-12 configuration to grades 10-12. The junior high will house students in grades 8 and 9. The middle school will house students in grades 6 and 7.

Canyon ISD, Texas
Contact: Jane Stephens (806) 655-1081

- Three schools that were closed in 1991 have been reopened. One is an alternative middle school for students whose behavior makes it impossible for them to remain in their regular school. A second houses a family service center, a one-stop center for families. The third school is about to reopen as a multicultural arts center.

Houston ISD, Texas
Contact: Lloyd Choice (713) 892-6800

- This district has built three new elementary schools and has major remodeling additions at seven other locations. These facilities improvements were made possible by a long-range facility planning effort coordinated across the district.

Green Bay Public Schools, Wisconsin
Contact: Jerry Whitehouse (414) 448-2146

GROUPING FOR INSTRUCTION

- Students in grades 6 through 8 are grouped into a "school within a school." This increased group identity and pride, and led to more productivity and responsibility. Cost: $10,000 for furniture and windows.

Aleutians East Borough, Alaska
Contact: Jerry Foldenauer (907) 497-2359

- A true "middle level" program for 5th and 6th graders includes interdisciplinary teaming, cooperative learning, schools within a school, block scheduling, common planning time, and the elimination of tracking and ability grouping. The plan gives the principal great latitude in restructuring. Cost: some additional cost for busing.

Northeast Arkansas School District
Contact: Harry Branch (501) 586-0483

- High school academic houses are being developed to direct students into career areas they may wish to enter. For example, in the business house, students learn accounting, business math, shorthand, etc. The goal is to prepare students to take courses beyond high school.

Tuba City USD 15, Arizona
Contact: George Lee (602) 283-4211

- The California State Framework sets standards for grouping. Large group instruction supports access to the core curriculum. Small, flexible, ad hoc groups are formed for specific purposes.

Goleta Union SD, California
Contact: Ida Rickborn (805) 681-1202

- Students in grades K-3 attend elementary school. 4th - 6th graders are grouped in a middle school. 7th and 8th graders attend junior high. High school is grades 9-12.

Ignacio SD 11, Colorado
Contact: Superintendent (303) 563-4521

- A primary school piloted the elimination of grade designations. Children are grouped in a multi-age setting with instruction based on developmental needs.

Danbury Public Schools, Connecticut
Contact: Kathleen Dzubak (203) 797-4845

- On the coattails of the Carnegie Council on Adolescent Development's Task Force on Education of Young Adolescents, the district embarked on a reorganization of its K-12 grade configurations. After extensive planning, the district effectively established middle schools that follow the Carnegie recommendations.

Indian River SD, Delaware
Contact: Patricia Oliphant (302) 436-1000

Also mentioned by
Byron CUSD #226, Illinois
Contact: Frank Conry (815) 234-5491 x. 282

Sheldon ISD, Texas
Contact: Ruby Jean Smith (713) 459-7305

East Valley SD #361, Washington
Contact: Tom Feldhausen (509) 924-1830

- 11th and 12th graders who are potential dropouts because of their lack of academic success and poor attendance are served through a competency based program. Their assignments are on a computer so they can work at their own pace. The program has an 80 percent success rate.

Okeechobee County Schools, Florida
Contact: Phoebe Raulerson (813) 763-3191

- One elementary school has organized students into Primary I, Primary II, and Intermediate. Instruction is thematic-based and teachers are using the Kovolic model for integration. A second elementary school has a Primary House (grades 1-3) with a four-teacher team. Pupils are grouped for instruction in Language Arts and Math.

Brevard County SD, Florida
Contact: Pat Eyster (407) 631-1911 x. 340

- Options for grouping in this district include family grouping and cross-grade grouping. Schools have the opportunity to apply to implement the new grouping structures, but they must maintain a traditional approach so that parents have options for their children.

Cobb County, Georgia
Contact: Phil Blackwell (404) 426-3401

- High schools have begun to structure their students and personnel into "schools within schools." A 2200-student school is broken into three smaller subschools. Counselors and administrators are dedicated to one of the three schools and will follow students through to graduation.

Joint SD #2, Idaho
Contact: Rex Johnson (208) 939-1404

- The district has deliberately untracked its high school with "much success."

Mundelein C.H.S. #120, Illinois
Contact: Linda Hanson (708) 949-2242

Also mentioned by
Chelsea School District, Michigan
Contact: Harry DeYoung (313) 475-9131

School District of Crete, Nebraska
Contact: Jody Isernhagen (402) 826-5855

York County, Virginia
Contact: Richard Lewis (804) 898-0300

- All schools have implemented both cooperative learning and heterogeneous grouping. Student achievement has improved, self-esteem has heightened, and concern for fellow students has increased.

Beauregard Parish, Louisiana
Contact: Lennie Hanchey (318) 463-5551

Also mentioned by
Arlington ISD, Texas
Contact: Nancy Borver (817) 459-7227

- Converting a junior high to a middle school involved team teaching, adopting the effective schools model, outcomes-based education, site-based management, and adapting the school site to support instructional goals.

Auburn-Washburn USD #437, Kansas
Contact: David Reese (913) 862-1490

Also mentioned by
L'Anse Creuse Public Schools, Michigan
Contact: Ronald Johnson (313) 791-1890

Clark County SD, Nevada
Contact: Len Paul (702) 799-5466

Springboro Community Schools, Ohio
Contact: Stephen Bartalo (513) 748-3960

Oregon City Schools, Oregon
Contact: Warren Burley (503) 657-2428

- A special education inclusion model focuses on educating all children. Special services teachers are teaming with regular classroom teachers. Special education students are being educated in the regular education classroom.

Auburn-Washburn USD #437, Kansas
Contact: Don Fast (913) 862-0419

Also mentioned by
Attleboro, Massachusetts
Contact: Frank Leary (508) 222-1550

L'Anse Creuse Public Schools, Michigan
Contact: Harold Siebert (313) 465-1941

Ardsley Free Union SD, New York
Contact: Rose Green Willner (914) 693-7564

Mahopac Central SD, New York
Contact: Candace LaVigne (914) 628-3415

Portsmouth Public Schools, Virginia
Contact: C.R. Bailey, Jr. (804) 393-8658

> *"Primary school is the hardest program to implement."*
> a Kentucky superintendent

- 9th grade students in groups of 25 or less are scheduled for all core curriculum courses together. These students will stay together—with the same teachers—for two years.

Toledo Public Schools, Ohio
Contact: Brian Remsnyder (419) 729-8200

- One elementary school groups students by "family" — K-1, 2-3, and 4-5. They remain in the same family with the same teacher for two years. The school uses the British Primary School system as an example.

Winfield USD #465, Kansas
Contact: Kay Laren (316) 221-5155

- All schools have implemented a K-3 primary program with continuous progress, multi-age groupings, and outcomes-based assessment.

Boyd County Public Schools, Kentucky
Contact: Marganna Phelps (606) 928-4141

Also mentioned by
Eminence ISD, Kentucky
Contact: David Baird (502) 845-4788

Fayette County Public Schools, Kentucky
Contact: Judy Reddell (606) 281-0233

Frankfort ISD, Kentucky
Contact: Diane Cobb (502) 875-8661

McPherson USD 418, Kansas
Contact: Gay Heurikson (316) 241-2394

Attleboro Schools, Massachusetts
Contact: Dolores Fitzgerald (508) 223-1560

Millard Public Schools, Nebraska
Contact: Sue Spangler (402) 895-8314

Medford Schools, Oregon
Contact: N/A

- Teachers are assigned to the same students for two consecutive years (1-2, 3-4, 5-6, 7-8). This helps in student assessment, accountability, attendance, and attitude.

Attleboro Schools, Massachusetts
Contact: Joseph Rappa (508) 222-0012

- Teachers are encouraged to group children flexibly in the communication arts program. Traditional reading groups have been abolished in favor of grouping by specific need. Need-based groupings may be drawn from the classroom or the grade level.

Galloway Township Schools, New Jersey
Contact: Virginia Hilton (609) 748-1250

- Students in middle school but who have failed once or twice are grouped into one classroom. Although they are technically classified as 7th graders, they have individual instructional plans covering 7th and 8th grades. If they pass, they are promoted to ninth grade in the coming year.

Bucyrus City Schools, Ohio
Contact: Daryl Hall (419) 562-4045

- Elementary staff are beginning the Effective Schools process.

Mechanicsburg Schools, Ohio
Contact: Bob Hoover (513) 834-2497

- Elementary students from 15 buildings meet in a single location by grade, one day per week. Gifted students use high school space, facilities, and staff.

Parma City Schools, Ohio
Contact: Rosemary Gulick (216) 885-8312

- The district is moving away from homogeneous groupings in grades K-6. After identifying the 10 percent of highest achievers, the remaining students are heterogeneously grouped.

Governor Mifflin SD, Pennsylvania
Contact: Samuel Varano (215) 775-1461

- At the elementary and secondary levels, teams of teachers devise instructional units for a "family" of students.

Greensburg Salem SD, Pennsylvania
Contact: Thomas Yarabinetz (412) 832-2903

- Heterogeneous grouping is used K-12 except in some high school upper level and AP courses.

Pequea Valley SD, Pennsylvania
Contact: N/A

- A total inclusion program for students in grades K-2 meets the needs of EMR and LD students in the classroom through a collaborative team teaching approach. This program is also being used in the gifted and talented program for grades 1-5.

West Shore SD, Pennsylvania
Contact: Joseph Gargiulo (717) 938-6565

- Heterogeneous grouping is used in elementary and middle schools.

Washington County, Virginia
Contact: Bobby Hammond (703) 628-1831

- A pilot first grade program has joined all 75 first graders in one large room. Three teachers, Chapter 1 teachers, and volunteers work with the students.

Westmoreland County, Virginia
Contact: David Welling (804) 472-2081

- Students are grouped for instruction for language, writing skills, geography, and history, all taught in a block. Learning is mostly hands-on, not rote. Cost: "This is a costly program"

West Valley SD #208, Washington
Contact: Lauri Miller (509) 965-2012

- Students who are emotionally disabled or learning disabled are more fully integrated into regular education classes in grades K-5. This model has eliminated the educational resource room altogether and has moved the special education teacher into the regular classroom.

Pewaukee Schools, Wisconsin
Contact: Lee Wille (414) 691-2100

INSTRUCTIONAL MATERIALS

- TUB science is a hands-on science curriculum for the elementary level. Designed to replace textbooks, the curriculum was developed by teachers at each grade level with science expertise. Cost: $73,700 (vs. $75,000 expected cost for textbooks)

Adams County SD #14, Colorado
Contact: Barbara Conroy (303) 289-3945

- Students learn math with hands-on teaching aids. Students understand math by actually seeing and feeling objects they are working with in solving problems.

Altamont CUSD #10, Illinois
Contact: Sue Marysen (618) 483-5171

- This district purchased a K-12 curriculum from a larger system, with all subjects aligned. The curriculum is complete with pre- and post-tests. The district is now adapting the curriculum to make it a better "fit." Cost: $3750

Unified SD #209, Moscow, Kansas
Contact: William Grimes (316) 598-2205

> *In the midwest, both ultra-conservatives and religious groups have opposed a number of progressive projects and curricular approaches.*
> from the NSBA survey

- The New Orleans multicultural education program is designed to provide curricula that reflect understanding and respect for children's differences. Its goal is to create an educational environment in which a wide range of cultural groups—women, handicapped individuals, various ethnic groups, and different regional groups—will experience equity. Cost: $500,000 (year 1)

New Orleans Public Schools, Louisiana
Contact: Linda Stelly (504) 483-6425

- Student teams observe worksites in the community. They then relate what they observe on the job to the skills they are learning in the classroom.

Holly Springs SD, Mississippi
Contact: Mrs. F. Hood (601) 252-2329

- New language arts textbooks emphasize whole language. The math series is based on the recommendation of the National Council of Teachers of Math. The district also purchased new science and history texts. Cost: $300,000

Hoboken Public Schools, New Jersey
Contact: Dennis Sevano (201) 420-2168

- This district has purchased kits of math manipulatives for geometry, probability, estimation, fractions, patterns, and measurement—all for grades K-2 and 3-6. Staff members also created their own kits for place value. All coordinate with NCTM curriculum standards.

Amagansett UFSD, New York
Contact: George Aman (516) 267-3572

- The district has identified the core concepts taught each six weeks, which are identified in the report card so parents can understand how their students are doing.

Southampton County, Virginia
Contact: J. Corbett (804) 653-2692

INTEGRATING SERVICES/COLLABORATIONS

- The School of the 21st Century is a comprehensive, high-quality, affordable early childhood care and education plan that brings together an umbrella of services for students and their families.

Northeast Arkansas School District
Contact: Shirley Lane (501) 236-8064

- A partnership with the Evergreen Air Center provides career information, student motivation, and resource sharing.

Red Rock, Arizona
Contact: Frank Kiell (602) 682-3331

> *Please list the one or two greatest obstacles you have faced in implementing school reform.*
> *1. Money*
> *2. Money*
> from the NSBA survey

- Rather than the traditional special education pull-out program, the resource teacher goes into the regular classroom where several resource room students are clustered. The specialist and regular education teacher plan together and co-teach. They provide the extra assistance necessary to the resource room students within the regular classroom. Cost: none

El Segundo Unified SD, California
Contact: Kathleen Koop (310) 615-2676

- Healthy Start, a program funded by the state of California, is a collaborative of providers of health-related services. State, county, city agencies, and departments within the district are working with private agencies, parents, and school site personnel for a clearinghouse for services. The goal is to create a case management process that will facilitate the delivery of needed health services to all students K-8.

Montebello Unified SD, California
Contact: Darline Robles (213) 726-1225

- New Beginnings Project is a collaborative effort of the schools, the department of social services, the health department, the community college district, the city of San Diego, and Children's Hospital. This demonstration project provides comprehensive, integrated health and social services to students and families in one school's attendance area. Plans call for demonstration schools throughout the county in the near future.

San Diego City Schools, California
Contact: Connie Busse (619) 527-6200

- The town manager's and superintendent's offices have cooperated on a shared services plan that has resulted in significant financial savings. The key to success has been appointing officials from both sides of government who are not "turf warriors" and who want to achieve savings.

Cheshire Public Schools, Connecticut
Contact: Gregory Florio (203) 272-8137

- A local youth and family agency was formerly not allowed in the schools. Now the schools provide space for their counselors. The district is also developing a school-based health clinic.

Groton Public Schools, Connecticut
Contact: George Reilly (203) 536-4957

- Ten communities have created a voluntary early childhood magnet school. Parents are extensively involved in every aspect of the school—serving on the management team, volunteering during the day, serving on every committee (including hiring). Community social service agencies provide services in the school.

Project LEARN, Connecticut
Contact: Richard Spindler-Virgin (203) 437-7775

- Many support services have been consolidated to save money for both the town and the school. They include administrative computer use, printing, distribution, and mailing. They are also examining consolidating custodian and maintenance services.

West Hartford, Connecticut
Contact: Matthew Borrelli (203) 523-3500

- The school district works collaboratively with other agencies to provide health and social services to the schools. Each school is visited weekly by a certified nurse to do student assessments in the areas of vision, hearing, dental, and scoliosis screening. Social workers under the supervision of the county also serve the students.

Martin County SD, Florida
Contact: Jayne Palmer (407) 287-6400 x. 255

- The Health Department provides an early periodic screening diagnostic testing through the schools. A local college has established one school as a professional development center to serve professional growth needs of both the system and the college.

Cobb County Schools, Georgia
Contact: Bette Bush (404) 514-3863

- An after-school recreation program, organized and staffed by the recreation department, is offered to all middle school students to provide them with supervised, structured activities from 3:00 - 6:00 p.m. Students take part in intramurals, play games, and participate in clubs including 4-H and Boy Scouts. Cost: provided by the Decatur Recreation Department

Decatur City Schools, Georgia
Contact: Karen Eldridge (phone N/A)

- Elementary schools are served by Family Resource Centers, which help eliminate barriers to education for children. Collaboration with social and health agencies is an integral part of these centers.

Boyd County Public Schools, Kentucky
Contact: Norma Meek (606) 739-5344

Also mentioned by
Kenton County, Kentucky
Contact: N/A

- The School Development Program is a school-university collaborative effort whose purpose is to bring about school reform through the creation of collaborative working relations between the New Orleans Public Schools, Southern University, and the Yale Child Development Center. It has resulted in a comprehensive approach to achieving school objectives and goals with the child at the center. Cost: $262,566

New Orleans Public Schools, Louisiana
Contact: Earline Fuller (504) 483-6425

- A student support team at each school uses the expertise of all staff within a school who have responsibility for providing support services—school nurses, counselors, the school psychologist, and other faculty members including the director of instruction and the dean of discipline. The goal is to resolve problems related to the behavior or educational needs of students.

Boston Public Schools, Massachusetts
Contact: N/A

- Six small, rural northern Maine districts formed a purchasing coalition. This has evolved into a partnership for grants, curriculum development, and teacher inservice training.

Easton School Department, Maine
Contact: William P. Braun (207) 488-7700

- The Caring Community is designed to achieve the nation's first education goal: that all children will start school ready to learn. In partnership with health care agencies, the courts, Head Start, Even Start, Parents as Teachers, and private day care providers, the school district's goal is to provide each child with health services, good nutrition, and a secure family.

Independence Public Schools, Missouri
Contact: James Caccamo (816) 833-3433

- The Healthy Children and Youth (HCY) program provides early screening, diagnosis, and treatment for children. Medicaid HCY allows certain qualifying school districts to become administrative case managers for Medicaid-eligible children. The school board has become one such agency, which has enabled the district to provide services such as counseling, nursing, psychology, and general health screenings.

Independence Public Schools, Missouri
Contact: James Caccamo (816) 833-3433

- The North Carolina Mathematics and Science Coalition includes business and industry representatives, officials from public and private education, teachers, and the N.C. Department of Public Instruction. The coalition has been successful in setting standard goals and objectives for math and science education.

Franklinton City Schools, North Carolina
Contact: Peggy McGhee (919) 494-2185

- An interagency council oversees a community-based alternative program for families at risk.

Perquimans County Schools, North Carolina
Contact: Fondella Leigh (919) 426-5741

- A collaborative preschool, funded by Chapter 1, special education, and Head Start, is a first for Nebraska.

Cairo Schools, Nebraska
Contact: Robert Norvell (308) 485-4258

- Voice mail in all schools allows teachers to leave daily or weekly messsages concerning homework, class projects, and school events. Parents can leave messages for teachers at any time of the day or night.

Township of Ocean SD, New Jersey
Contact: Camille Tighe (908) 531-5700

- FINISH is a program designed to offer pregnant and parenting teens in grades 9-12 the opportunity to complete their education. Expert child care, funded by the department of social services, is provided while young mothers work toward completing their high school courses and acquiring vocational skills. Parenting education, prenatal, and post partum education are critical program components. Cost: $4700 per student, which includes quality day care

Erie 1 BOCES, New York
Contact: Rosemary Conley (716) 686-2099

- Three neighboring school districts and a teacher's center have created an administrative planning committee that discusses ways to share services, staff development, resources, and innovations.

Hopevale Union Free SD, New York
Contact: Joseph Caligiuri (716) 648-1930

- 14 school buildings pool their Chapter 1 funds to plan, offer, assess, and improve Chapter 1 services.

Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES, New York
Contact: A. Paul Scott (315) 788-0400

- The New York City schools have qualified as a Medicaid provider. This will provide federal reimbursement for mandated health services for students with disabilities.

New York City Schools, New York
Contact: Carl Schneider (718) 935-3464

Also mentioned by
Coventry School Department, Rhode Island
Contact: Mr. Capalbo (401) 822-9400

- The housing authority and the board of education are creating an alternative school for secondary students who have trouble adjusting.

Niagara Falls City SD, New York
Contact: Cynthia Bianco (716) 286-4253

- To ensure educational placement of students who are at risk of residential placement if no day program can be provided, an interagency council including the department of social services, probation officers, community mental health, and local school districts, meets to discuss options for individual students.

Southern Westchester BOCES, New York
Contact: Thomas Gill (914) 948-7271

- The Delaware Initiative is a service learning project using university students, social service agencies, and student assistance staff from the school district to serve students at risk.

Delaware City SD, Ohio
Contact: Kim DiLuzio (614) 363-1188

- Consortiums include everything from artists-in-residence to joint purchasing of supplies, natural gas, etc.

Beaver Valley Intermediate Unit #27, Pennsylvania
Contact: Thomas Zelesney (412) 774-7800

- A transitional first grade serves six-year-olds who are not ready for first grade. Collaborations with the health department and the department of human services help meet the needs of these children.

Tooele County, Utah
Contact: Cleo Riggs (801) 884-4520

- The Berkley/Campostella Early Childhood Center serves the entire family. Children as young as three can attend a six-hour preschool (with before- and after-school care available). Parents can take parenting classes or visit with representatives of city or health agencies.

Norfolk City Schools, Virginia
Contact: Cheryl Bunch (804) 441-1977

- The schools and the city have shared computer services for several years. Now, they also have worked out agreements in postage/mail room services, grounds maintenance, and records management.

Portsmouth City Schools, Virginia
Contact: James Roberts (804) 393-8435

- The Madison Project focuses on establishing connections between social services providers and educational programs. A social worker employed by the department of social and health services is assigned to the school for providing family support services, coordinating social services, and facilitating family and parental involvement in school activities.

Olympia SD, Washington
Contact: Stillman Wood (206) 753-8822

- The city-wide Early Childhood Collaborative links 50 different city agencies in an effort to improve life outcomes for children ages 0-8. The collaborative selected two public housing complexes and an elementary school. Full range of family support includes parent education, literacy training, health and mental health, job training and placement, housing assistance, and safety.

District of Columbia Schools
Contact: Maurice Sykes (202) 724-4099

- Each school has established a "child-study" collaborative team, consisting of regular teachers, specialist teachers (for example, music and art), special education teachers, psychologists, and other resource personnel.

Elmbrook SD, Wisconsin
Contact: Greg Maass (414) 785-3960

- The Second Chance program serves adjudicated, emotionally disturbed students from districts in the county in a segregated facility owned by the county. Shared staffing from the school district, and from the department of health and social services, jointly work in the program.

Oshkosh Area SD, Wisconsin
Contact: David Webster (414) 424-0100

- Project 2000 is a collaboration with the local university. The focus is on community councils for the development of early childhood, responsible citizenship, alternative programming, academics and technology, and community involvement. Cost: Full implementation would cost $171,000 in the first year.

Stevens Point Area Schools, Wisconsin
Contact: Emery Babcock (715) 345-5509

- F.A.S.T. (Families And Schools Together) integrates community services to better meet the needs of at-risk students. Cost: very limited

Stevens Point Area Schools, Wisconsin
Contact: Mike Bubla (715) 345-5502

LABOR-MANAGEMENT RELATIONSHIP

- An outside facilitator was hired to conduct "collaborative bargaining." The goal was to create a win-win scenario. In three days, the district developed a three-year contract accepted by consensus of both the teacher's union and the school board. Cost: $4,000 - 5,000

Tanana City Schools, Alaska
Contact: Ron Delay (907) 366-7203

Also mentioned by
Pekin Public Schools District #108, Illinois
Contact: Jerry Parker (309) 346-3151

McPherson USD #418, Kansas
Contact: Perry McCabe (316) 241-1643

Garden City Public Schools, Michigan
Contact: Mike Wilmot (313) 425-4900

Steuben Allegany BOCES, New York
Contact: Margaret Munson (607) 776-7631

Brecksville Broadview Heights, Ohio
Contact: Neil Johnson (216) 546-5200

Oregon City Schools, Oregon
Contact: Dick Newman (503) 657-2506

- The school board has begun to implement management principles based on the work of W. Edwards Deming, typically known as Total Quality Management. Teams within volunteering departments or schools are seeking ways to work toward a series of goals, each designed to improve instruction for all children. Because several employers in the district are also adopting Deming's principles, the district hopes to work collaboratively in this new management technique.

Amphitheater Public Schools, Arizona
Contact: Mike Schmoker (602) 292-4310

> *"Programs like Total Quality have a strange and esoteric sound to school staff and administrators . . . . We decided to break it down into just a few basic concepts, in terms that were meaningful to our employees . . . in this way, Total Quality becomes an enhancement, not an add-on."*
> Mike Schmoker,
> Amphitheater Public Schools, Arizona

- The district is in its fifth year of a performance-based compensation program for administrators, including the superintendent. All administrators have the opportunity to earn as much as 15 percent above base pay. One of the major focuses of the evaluation is how each administrator succeeds in increasing student academic achievement, performance, and success. Cost: $250,000

Creighton SD, Arizona
Contact: Donald Covey (602) 381-6018

A similar plan is used by Clarkstown Central SD, New York

- This district has launched Action 2000, total management planning for district initiatives.

Tucson Unified SD, Arizona
Contact: Monte Littell (602) 629-8260

- The school board, superintendent's cabinet, the teacher executive board, and bargaining teams for management and teachers held a two-day workshop on interest based bargaining.

Elk Grove Unified SD, California
Contact: JoAnne Gatejen (916) 686-7795

- In 1992, the school board voted to discontinue traditional negotiations. The district formed a 16-member council that will provide a foundation and forum for research and development of issues pertinent to the district. An employee handbook has replaced the master agreement.

Lamar SD RE 2, Colorado
Contact: Richard Heger (719) 336-3251

- The current contract between the Dade County Public Schools and the United Teachers of Dade details the collaborative philosophy that serves as the foundation for the school district's reform initiative. The contract contains 44 sections that speak to a broad spectrum of reform initiatives, each supporting a longstanding practice of establishing joint committees and task forces to address reform efforts.

Dade County Public Schools Florida
Contact: Daniel Tosado (305) 995-1497

- The district devised and implemented a local model resulting in year-round participative relationships with the unions, causing significant acceptance of tough cost containment decisions.

Bloomington District #87, Illinois
Contact: Leonard Roberts (309) 827-6031

Collaborative negotiations also mentioned by
Crete-Monee SD #201-U, Illinois
Contact: Bill Hoecker (708) 672-2606

Albany Schohorie Schenectady BOCES, New York
Contact: Ruth Kellogg (518) 456-9215

Aberdeen Public Schools, South Dakota
Contact: Paul Kinder (605) 622-7188

> *[The greatest obstacles to change] were conflict, a media fight, and mistrust from the state and local union. It became a 'battle of wills.'*
> from the NSBA survey

- In 1992, the district paid a total of $24,000 in Christmas bonuses to all staff members as a reward for an increase of 30 percent by students on the Illinois Goal Assessment Program when measured against the previous year. This year the pool will be increased to $100,000.

Midwest Central District #191, Illinois
Contact: Michael Risen (309) 968-6868

- Traditional teacher evaluations were replaced with personal work plans that are far more positive and offer more opportunities for growth. Plans are developed cooperatively between the individual teacher and the principal.

Niles Elementary SD #71, Illinois
Contact: Tom Ray (708) 966-9280

- T^2 (Think Tank) brings together 2-3 staff members per building and one member of the administrative committee who meet monthly to talk, socialize, and solve problems.

Delton Schools, Michigan
Contact: Gordon Christensen (616) 623-9226

- In a highly unionized system, the bargaining units and the school district have engaged in win/win negotiating since 1990. As a result, contracts have been settled earlier and an atmosphere of cooperation exists.

Flint Public Schools, Michigan
Contact: James Banks (313) 760-1943

- A "collective gaining" approach is used in negotiations with teachers. This has allowed the teachers to have greater confidence in relationships with the school board.

Bozeman Public Schools, Montana
Contact: Sara Young (406) 505-1515

- Liaison committees with each bargaining unit are being transformed into labor-management forums to foster agreement, especially on issues of school reform.

Oswego City SD, New York
Contact: Lee Cravotta (315) 343-5885

- Monthly meetings with teachers and support staff help deal with minor problems before they become major issues.

Brunswick City SD, Ohio
Contact: Ed Myaeli (216) 225-7731

- Performance outcomes and merit pay for teachers were developed in cooperation with the AFT.

Cuyahoga Valley Joint USD, Ohio
Contact: Jerry Shuck (216) 526-5200 x. 901

> *People employed in the public sector must begin to realize what the rest of the world deals with.*
> from the NSBA survey

- Traditional bargaining was replaced with issues bargaining. Subgroups worked on specific issues. The final resolution was over a weekend when all parties were empowered to resolve the issues.

Delaware City SD, Ohio
Contact: Nick Pittner (614) 227-8815

- A new style of bargaining was begun in response to years of adversarial negotiations. A second group was formed to evaluate insurance options.

Greenville City Schools, Ohio
Contact: Ken Peters (513) 548-3185

- Frequent meetings and face-to-face dialogue has promoted open communication. A district leadership team includes teachers and administrators and retreats that include the school board. The district has not had a work stoppage in 23 years.

West Mifflin Area Schools, Pennsylvania
Contact: Joseph Dimperio (412) 466-9133

- "Consensus bargaining" is the new focus of this district's labor-management relations.

South Milwaukee, Wisconsin
Contact: Gary Schumacher (414) 768-6300

LOCUS OF DECISION MAKING

- The district has launched a special process to restructure a traditional high school into a learning community involving students, staff, parents, and business partners. The goal is to increase student achievement and to help each student plan for the future. The key element is the involvement of those directly affected by the change, and reaching consensus before implementing the proposed change. Cost: None

Bellflower Unified SD, California
Contact: Donn Ashton (310) 920-1801

- Staff participation in decision making has increased because of site-based management. Different schools have adopted different modes of operation, based on their individual needs.

Culver City Unified SD, California
Contact: C. Rethmeyer (310) 839-4361

Also mentioned by
Clark County SD #161, Idaho
Contact: Delbert McFadden (208) 374-5215

Des Moines, Iowa
Contact: James Wise (Phone N/A)

Webster City SD, Iowa
Contact: William Garner (515) 832-9200

East Aurora UFSD, New York
Contact: Robert Fort (716) 652-1215

> *Teachers say they want to be involved in decisions, but are unwilling to spend the time or make the effort.*
> from the NSBA survey

- To decentralize governance and foster collaboration at school sites, the district has decentralized resources, including staff and curriculum development.

Boulder Valley Public Schools, Colorado
Contact: John Senger (303) 447-5036

> *The movement to school-based decision-making has caused a change in the role of the board of education. It has been difficult to find persons interested in seeking board seats when this perception of the position has lost authority.*
> from the NSBA survey

- School improvement teams at each building include parents and staff and, at the high school, students.

Groton Public Schools, Connecticut
Contact: George Reilly (203) 536-4957

Also mentioned by
Duval County Schools, Florida
Contact: Francis Powell (904) 390-2239

Orange County Schools, Florida
Contact: Wes Blamick (407) 849-3284

USD #248, Kansas
Contact: N/A

Boyd County Public Schools, Kentucky
Contact: Dan Branham (606) 928-4141

Frankfort ISD, Kentucky
Contact: Mike Oder (502) 875-8661

Garden City Public Schools, Michigan
Contact: Cheryl Willet (313) 425-8900

Pass Christian Public School District, Mississippi
Contact: Philip Terrell (601) 452-7271

Ardsley Free Union SD, New York
Contact: Stan Toll (914) 693-6300

Niagara Falls City School District, New York
Contact: Arthur McDonald (716) 286-4257

Franklinton City Schools, North Carolina
Contact: Peggy McGhee (919) 494-2185

Hopewell Area SD, Pennsylvania
Contact: Dr. Barnes (412) 375-2348

Lewisburg Area SD, Pennsylvania
Contact: Ed Keller (717) 523-3220

Pequea Valley SD, Pennsylvania
Contact: N/A

> *School staff have apprehension about making decisions for which they are accountable. It is easier to gripe and have someone outside the schools responsible for what happens.*
> from the NSBA survey

- A systematic, ongoing renewal process is helping create an education system that will prepare __all__ students for the 21st century. This includes collaborative decision making on issues including curriculum, instruction, assessment, and overall improvement. Local school-site profiles and improvement plans are an integral part of this renewal.

Stonington Public Schools, Connecticut
Contact: N/A

- One secondary school has adopted a faculty senate as its governance structure. A 10-member board consists of 8 teachers and 2 administrators. Teachers elect their own members.

L'Anse Creuse Public Schools, Michigan
Contact: Richard Benedict (313) 463-5881

- All appropriate decisions are reviewed in committees (composed of board members, staff, and administrators). The only issues not presented to committees are tuition agreements and routine regular activities.

Garrison Public School District 51, North Dakota
Contact: Hy C.J. Schlieve (701) 463-2818

- The district divided its legislative special appropriation 80/20 between the central office (20 percent) and the buildings (80 percent). Teachers, with principals as the resource, were asked to spend the funds in ways they thought would best help students. The only requirements were that there could be no recurring expenditures and teachers could not give the money to themselves.

Dickinson Public Schools, North Dakota
Contact: Rolli Mound (701) 225-1550

- The district is moving to a more decentralized decision making model, while still attempting to maintain comparability of services among the seven schools in the district. The middle school will offer choices between integrated curriculum education and thematic instruction.

Galloway Township Schools, New Jersey
Contact: Bonnie LaFave (609) 748-1250

- New York state's "Compact for Learning," with strategic planning including site-based management, is in full swing. Committees including staff, faculty, school board, students, parents, and the business community have met to set beliefs, strategies, a motto, etc. Subcommittees with similar makeup at each building location are in the process of forming.

Clarence Central SD, New York
Contact: Joan Johnston (716) 759-8311

Also mentioned by
Harborfields CSD, New York
Contact: Ray Walters (516) 754-5320

- The New York City Schools have launched a major effort to institute school-based management at individual schools. A typical team receives a grant of $9000 for planning. School staff and parents must volunteer to participate in the program. Working with school profile data and input from the school community, the team completes a needs assessment and develops instructional plans that meet the school's needs.

New York City Schools, New York
Contact: Askia Davis (718) 935-5727

- A district steering committee of parents, teachers, administrators, and non-teaching staff set district goals and objectives. Now building-level committees are translating those district goals into building action plans.

Washingtonville CSD, New York
Contact: Walter Dudek (914) 496-2229

- The district has launched a strategic planning initiative. Cost: $4,000

Wessington Springs SD 36-2, South Dakota
Contact: James Heinert (605) 539-9311

- To support the district's site-based management initiative, teams of administrators visit schools to help identify and resolve problems related to student achievement.

Weslaco ISD, Texas
Contact: James Lehman (210) 968-6607

- The district has been a national leader in moving to school-based management and site-based decision-making.

Prince William County, Virginia
Contact: Edward Kelly (703) 791-8712

- The district has changed drastically from top-down management style to school-based decisions. The role of the central office is to provide support and guidance.

Williamsburg-James City Schools, Virginia
Contact: David Papenfuse (804) 253-6746

- This district has moved to decentralize decision making.

Everett Schools, Washington
Contact: Royce Holladay (206) 339-4317

Also mentioned by
Clinton County, Iowa
Contact: Jack Klotz (319) 659-5025

Neenah Joint SD, Wisconsin
Contact: Jim Wiswall (414) 751-6815

- School councils make educational decisions, including budget.

Boyceville Community SD, Wisconsin
Contact: Susan Halseth (715) 643-4331

- With the community and unions, this district is beginning to explore the benefits of school-based management.

Dodgeland Schools, Wisconsin
Contact: Carl Munson (414) 386-4404

- School councils, comprised of elected parents, elected teachers, building principals, and a school board member, are responsible for identifying and planning for changes in school governance that will support desired changes in instruction and assessment. The schools have adopted a consensus decision making model.

Middleton-Cross Plains Area SD, Wisconsin
Contact: Loren Rathert (608) 828-1600

- School Effectiveness Teams operate at each building, helping manage building-level operations. Curriculum teams evaluate curriculum.

Seymour Community SD, Wisconsin
Contact: Bill Loasching (414) 833-2304

- Faculty, parents, and administrators at each building are involved in making as many decisions as possible.

Two Rivers SD, Wisconsin
Contact: Keith Martin (414) 793-4560

- District policy compels involvement in the decision making process by those most affected by a decision.

Albany County SD, Wyoming
Contact: Charles Head (307) 721-4400

MINIMUM TEACHER COMPETENCIES

Although 8.5 percent of the districts who responded to the NSBA survey indicated they had instituted this reform, none of them described a program in detail.

MODIFIED SCHOOL YEAR

- Beginning in July 1993, this district will move to year-round schooling.

Shelby County, Alabama
Contact: Debbie Smith and Garry Adams
(205) 669-5600

- In 1992-93, the district operated a dual-track calendar. In the 1993-94 school year, following renovations, all but one school will operate on a 45-15 modified calendar.

Crane Elementary SD 13, Arizona
Contact: Tom Wynn (602) 782-5183 x 202

- This district has instituted a year-round school.

Glendale Elementary Schools, Arizona
Contact: Tom Freehill (602) 842-8280

Also mentioned by
Trotwood-Madison City Schools, Ohio
Contact: Genevieve Caldwell (513) 854-3196

- All students failing exit examinations will attend a 20-day summer program designed to remediate the area they failed.

Limon SD RE 45, Colorado
Contact: Jerre Doss (719) 775-9052

- More than 60 percent of the district's students participated in summer school during the summer of 1991. This program provides an opportunity for students to accelerate academic progress.

Dade County, Florida
Contact: Daniel Tosado (305) 995-1497

- Elementary and middle schools are on a five-track modified calendar rather than the traditional school year.

Duval County Schools, Florida
Contact: Jon Thompson (904) 720-1623

- To meet the rapid growth in student population, the district initiated a year-round school calendar. Students attend school for 12 weeks, followed by a 3-week break. In the multi-track schools, there are five tracks, so approximately 20 percent of the students are on break at all times.

Orange County, Florida
Contact: Diane Locker (407) 849-3200

- One new elementary school is operating on a 6-track calendar (6 weeks on, 3 off), which provides for spring break, Christmas vacation, and the month of July off for all students. Teachers are on a traditional 10-month contract for the most part, with some on an 11-month contract. Cost: $60,000 in salaries, $12,000 in utilities and $150,000 total cost annually

Joint SD #2, Idaho
Contact: Darlene Fulwood (208) 888-6701

- Chapter 1 eligible students attend summer school. Many students corrected deficiencies and were promoted to the next grade.

Humphreys County SD, Mississippi
Contact: Fred Avery (601) 247-2262

- Parents are offered a choice of year-round of traditional calendars. The year-round schedule is 45 days on, 15 days off. It includes remediation and enrichment programs during the 15-day intersessions.

Asheboro Public Schools, North Carolina
Contact: Diane Frost (919) 625-5104

- The "Flexible Quarter Schedule" is by parental option. Enrichment and mastery skill development are offered at the end of each quarter.

Henderson County Schools, North Carolina
Contact: Mary Margaret Ingle (704) 697-4133

> *The responsibility for all of society's ills is placed at the door of public elementary and secondary schools, but the resources with which to correct the current ills and to prevent future infestation are not provided. If all educational and social welfare functions AND FUNDS were placed under the control and responsibility of public schools, enormous improvements would be evident immediately.*
> an **Arkansas respondent**

- This district runs a year-round program as well as a traditional schedule.

Canyon ISD, Texas
Contact: Leslie Laughter (806) 353-1862

- All students from preschool through grade 6 are now attending school on a year-round calendar using a single track. At-risk students attend school during the intersessions in November, March, and July, with compensatory education funds providing support for this additional learning time.

Sheldon ISD, Texas
Contact: Stephanie Cravens (713) 459-7303

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PROFESSIONAL DEVELOPMENT

- Monthly curriculum seminars are held for all building administrators to update their understanding of the school curriculum. Over a four-month period, administrators gain in-depth knowledge of the various content areas.

Deer Valley Unified SD, Arizona
Contact: Kay Coleman (602) 481-7791

- Two lead teachers from each site are developed into "resource specialists" for one academic area. These lead teachers are responsible for site-based and grade-level staff development (along with mentor teachers).

Goleta Union SD, California
Contact: Ida Rickborn (805) 681-1202

- The district has developed its own teacher training program that provides training directly related to the district core curriculum, provides district salary credits, and features collegial and collaborative staff development designs. Since it was implemented five years ago, the program has served to significantly upgrade the teaching competencies of staff and to significantly raise the level of professional satisfaction and motivation.

Manteca Unified SD, California
Contact: Phill Gustafson (209) 825-3242

- Everyone in the district was trained in cooperative learning, TESA, Madeline Hunter's Essential Elements of Instruction, and Mastery Learning (4 topics, with training lasting 3 years). Trainers were faculty leaders—teams of five for each topic. The commitment for trainers was three years. They were sent to "exotic" places for the best workshops at district expense. This was the district's "best inservice ever." Cost: trainers received no pay for the first year, were paid for years 2 and 3.

Rocky Ford R2 District, Colorado
Contact: Georgetta Driskill (719) 254-7681

- The Atlanta Math Project is an innovative teacher-enhancement project, involving 13 metro Atlanta school systems, that seeks to provide students with stronger mathematics skills and more creative problem-solving techniques. The project provides teachers with experiences that foster new ideas about the teaching and learning of math and encourages them to implement the National Council of Teachers of Mathematics curriculum.

Decatur City Schools, Georgia
Contact: Carolyn Gilbert Phone N/A)

- Substitutes and classified computer assistants were included in some professional development workshops.

Joint SD #2, Idaho
Contact: Linda Clark (208) 939-1412

- Teachers in the district gain credit for moving on the salary schedule by attending educational seminars other than college credit courses. They also can gain credit by working on the district's outcomes program or other mandated programs.

Osborne County USD 392, Kansas
Contact: Joe Clouse (913) 346-2145

- Over the past several years, professional development has changed from a one-shot, district-wide event, usually with a motivational speaker, to a model based on effective staff development methods—practice and feedback. Decision making was shifted from an administrator at the central office to building-level school improvement teams and a professional development council made up of teachers and administrators. The council is now writing an outcomes-based staff development plan.

Salina USD 305, Kansas
Contact: Nancy Kiltz (913) 826-4705

Also mentioned by
Anthony-Harper USD 361, Kansas
Contact: Chris Kastler (316) 842-5155

USD 445, Kansas
Contact: Carolyn Roberson (316) 252-6850

- Teachers were trained in the Teacher Expectation-Student Achievement (TESA) method.

Unified SD #209 Moscow, Kansas
Contact: William Grimes (316) 598-2205

Also mentioned by
Hopewell Area SD, Pennsylvania
Contact: Dr. Gordon (412) 375-7765

- The Jefferson County Public Schools/Gheens Professional Development Academy is responsible for all education and training of teachers and administrators in the district. The district believes that professional development is a primary instrument in school reform. From establishing a peer coaching model for teachers to serving as the contact for the Coalition of Essential Schools, the academy touches the lives of virtually all school staff members. For example, at one elementary school, 90 percent of the teachers take more professional development courses than the state requires; 53 percent have more than double the hours needed to meet state guidelines.

Jefferson County, Kentucky
Contact: N/A

- This district has contracted with the High Success Network for two years to present five-day workshops on outcomes-based education. Cost: $55,000

Oldham County, Kentucky
Contact: Thomas Peterson (502) 222-8880

- This district provides an ongoing program of staff-orchestrated inservice training.

Beauregard Parish, Louisiana
Contact: Lennie Hanchey (319) 463-5551

- To date, 100 of the district's 950 teachers have been trained in the 4-MAT learning styles technique. The goal is to train remaining teachers during the next three years.

Iberia Parish, Louisiana
Contact: Judith Guidry (318) 364-7641

- In cooperation with Michigan State University, the district has opened a professional development program at five sites. Subjects include curriculum and innovative teaching methods.

Flint Public Schools, Michigan
Contact: Joyce Putman (313) 760-1250

- Working with the University of North Dakota, a teacher training collaboration, based on the recommendations of the Holmes Group, provides field-based training for teachers. Cost: $250,000, funded by Knight Ridder Foundation grant

Grand Forks School District 1, North Dakota
Contact: N/A

- Before the beginning of school, the district provides a two-day inservice for new staff. Training continues throughout the year. Topics include basics like setting up a grade book, as well as curriculum-related issues.

Township of Ocean SD, New Jersey
Contact: William Hauselt (908)531-5650

- Central staff members take over classes so teachers can receive inservice training.

Willingboro Schools, New Jersey
Contact: Joan McAndrew (609) 871-9000 x. 363

- Teachers are released to participate in a three-cycle series of science workshops (measurement, physical sciences, life sciences). They have also participated in multicultural workshops and whole language sessions. A teacher resource center is run by retired teachers.

City SD of New Rochelle, New York
Contact: Gerald Kirshenbaum (914) 576-4204

- The Instructional Staff Development Committee has taken charge of planning staff development. The committee includes representatives elected from each school and administrators. They control the budget for conference days. The cost has decreased since the committee has focused on articulation between grade levels and among buildings. The committee often uses district experts as presenters.

Farmingdale Public Schools, New York
Contact: Concetta Chalcraft (516) 752-6570

- This district has adopted a thematic approach to staff and curriculum development. This year, most workshops focus on three themes: effective strategies for interacting with students, effective strategies for interacting with other adults, and authentic assessment of student progress.

Jefferson-Lewis-Hamilton-Herkimer-Oneida
BOCES, New York
Contact: A. Paul Scott (315) 788-0400

- A staff development center was an outgrowth of an imaginative contract negotiation. The teacher contract eliminated the Masters + 30 level and instituted a career option for teachers who took 15 - 20 hours of credit during a given school year. They were required to take additional hours the next year to receive the same stipend. Administrators are also required to take additional hours of professional development to receive additional pay. The Staff Development Center is governed by an independent governing board.

Kenmore-Town of Tonawanda, New York
Contact: Sam Alaimo (716) 874-8505

- Experienced teachers can become mentors for a maximum of three years. They mentor new teachers in the district, then cycle back into the classroom.

Kenmore-Town of Tonawanda, New York
Contact: Sam Alaimo (716) 874-8505

- Administrators, teachers, and parents are working together to plan an inservice program.

Roslyn Public Schools, New York
Contact: Marilyn Silverman (516) 625-6310

- Support staff are permitted a nontraditional schedule so they can become university graduates and teachers. This program targets minority teaching candidates.

Clark County Schools, Nevada
Contact: George Ann Rice (702) 799-5323

- One elementary and one middle school serve as professional development school models. Goals include improving the education from diverse background, improving the preparation of preservice teachers, counselors, and administrators, and providing opportunity for professional growth of experienced teachers.

Washoe County Schools, Nevada
Contact: Jim Welsh (702) 851-5640

- Leadership teams within each building provide professional development goals. This program was selected as Ohio's staff development model of the year. Cost: $15,000 for training

North Olmsted City Schools, Ohio
Contact: Nancy Truelson (216) 779-3548

- Staff development is focused on teaching for multiple intelligences.

Great Valley SD, Pennsylvania
Contact: Adele Corbett (215) 889-2125

- The district has made a sizable financial commitment to staff development, offering both mandatory and voluntary activities. All professional staff identify professional goals and are encouraged to attend workshops or classes that will help them meet those goals.

West Mifflin Area SD, Pennsylvania
Contact: Bert Ogden (412) 466-9193

- This district has moved to a portfolio-based plan for supervision, evaluation, and staff development. Members of the staff set personal goals related to the improvement of instruction. Throughout the year, each staff member completes classroom and staff development activities and compiles information in a portfolio. At the end of the year, the portfolio is part of the evaluation process.

Wyomissing Area SD, Pennsylvania
Contact: Elaine Balkiewicz (215) 374-4031

- Most staff development was moved to a two-day period at the beginning of the year. This schedule allows a smoother opening of school and reduces the half-day interruptions throughout the year.

Coventry School Department, Rhode Island
Contact: Todd Flarehty (401) 822-9400

- Staff development is focused on outcome-based education and other curricular topics.

Huron Public Schools, South Dakota
Contact: Corrine Johnson (605) 352-8945

> *A great deal needs to be done to tailor professional development programs to different levels of personnel—from administrators to paraprofessionals. These programs must also be tailored to the needs of urban students.*
> Ruben Gallegos, Dallas ISD, Schools

- A director of life-long learning has been hired. A staff development teacher is released to do full-time training. Teachers may use up to five days a year of release time. Cost: $60,000 to $75,000 per year

Kingsport City Schools, Tennessee
Contact: Bill Clark (615) 378-8561

- This district's goal is to tailor staff development to the needs of various levels of employees—administrators, teachers, paraprofessionals, and parents.

Dallas ISD, Texas
Contact: Ruben Gallegos (214) 302-2520

- Professional development conferences designed by teacher leaders promote the curriculum and goals of the school year. Two sessions are held annually. A typical conference offers more than 70 sessions, with topics ranging from instructional-media technology applications to strategies for dealing with students with special needs. Cost: $4,000 - $5,000 per conference

Charlottesville Public Schools, Virginia
Contact: Arletta Dimberg (804) 979-9250

- The school board and administrators attend an annual retreat.

Grayson County Schools, Virginia
Contact: Danny Edwards (703) 773-2832

- In-house teachers conduct much of the district's staff development.

Westmoreland County, Virginia
Contact: George Ortman (804) 493-8018

- Teachers have gained salary increases through locally bargained, extended contracts for TRI (Time-Responsibility-Incentives). Days are tied to projects developed by teachers and approved by a building committee. Unused funds budgeted for instructional improvement projects revert back to the building committee for capital expenditures. Cost $45,000

Woodland SD #404, Washington
Contact: John Bohrnsen (phone N/A)

- Each year, the school board budgets a specific amount for staff development. The money is under the jurisdiction of a staff committee, which decides how the funds are to be spent. In addition to district-planned staff development, individual teachers or groups of teachers may apply for funds for staff development.

Johnson Creek Public School, Wisconsin
Contact: Steve Patz (414) 699-3480

PUBLIC/PRIVATE PARTNERSHIPS

- Public/private partnerships provide resources and teamwork for students in all grade levels. The district is also establishing a foundation to be headed by business and community leaders to raise additional funds to support specific programs.

Redondo Beach and Redondo Unified, California
Contact: Jim McDonald (310) 379-5449

- Not only do 2/3 of the schools in this district have established public/private partnerships, but the partnerships are supporting further restructuring.

Boulder Valley Public Schools, Colorado
Contact: John Senger (303) 447-5036

- A partnership with the General Electric Corporation has led to technology education, equipment, and materials. The business partner has offered tutors to work with students.

Plainville Public Schools, Connecticut
Contact: Paul Cavaliere (203) 793-3250

- A community partnership between the district and the Private Industry Council allows participating students to get hands-on experience in many occupational skill areas, earn a high school diploma, and take home a paycheck every week.

Martin County SD, Florida
Contact: Carl Miller (407) 287-6400 x. 256

- The county actively recruits business partners to become involved in school life. The business donates time and/or materials to motivate student performance. The school gives back to the partner via artwork for display, performing on site, entertaining guest Partners, etc. The county has partnerships with 1,856 area businesses.

Orange County, Florida
Contact: Ronald Blocker (407) 849-3218

- All 85 schools in the district have at least one business, corporate, or public service partner to support the faculty and students in their educational efforts. The emphasis of the district's Partners in Education Program is on involving employees rather than funding. Hundreds of hours of volunteer effort have come to the schools through this effort.

Cobb County Public Schools, Georgia
Contact: Fred Sanderson (404) 426-3454

- Two museums provide opportunities for children to see and touch history. The museums link past and present with the world and community history. The museums have numerous teaching exhibits, including a courtroom (for mock trials), a one-room schoolhouse, 1930's-40's heroes room, Bill of Rights room and Transportation room.

Fulton County, Georgia
Contact: Jacque Coxe (404) 552-6339

- A Business/Education Success Team (BEST) combines efforts to finance and facilitate progressive moves for academic accountability.

Valley Center Schools, Kansas
Contact: Connie Deitz (316) 265-2095

- All 56 schools have local businesses assigned to them as partners.

Calcasieu Parish, Louisiana
Contact: Leo Miller (318) 491-1600

- The Education/Business Coalition supports the schools.

Newburyport Public Schools, Massachusetts
Contact: Francis Bresnahan (508) 465-4456

- "We Mean Business" matches volunteers from the business community with ninth grade students who are not meeting their academic potential. Each business mentor meets with his or her assigned student for at least one hour per week.

Baltimore County Schools, Maryland
Contact: JoAnn Murphy (410) 887-4171

- The Maryland Tomorrow is a mentoring program that provides support and incentives to keep students in school through high school graduation. Supported by the local chamber of commerce, it involved nearly 100 adults and more than 200 students. In the four years of the program, the attendance rate of students has increased by 5 percent to 92 percent. Cost: $601 per student.

Washington County, Maryland
Contact: Barbara Downey (301) 791-4128

- Public/private partnerships have led to several "adoptions" — adult mentors who get to know a student in need of special attention.

Portland School Department, Maine
Contact: N/A

- Partnerships with Electronic Data Systems, General Motors, and Dow Chemical provide for staff training as well as interaction with students.

Buena Vista Public Schools, Michigan
Contact: Mildred Mason-Dennis (517) 754-1493

Other schools with public/private partnerships
Rockwood Public Schools, Missouri
Contact: Judy Bushman (314) 938-5225

Cabarrus County Schools, North Carolina
Contact: Kaye Amos (704) 786-9474

Richland SD, Pennsylvania
Contact: Elizabeth Gensante (814) 266-6063

West Shore SD, Pennsylvania
Contact: Elaine Wilson (717) 938-9577

Washington County, Virginia
Contact: Amy Smith (703) 628-9992

- Project PAYBAC goes beyond the traditional partnership. A sophomore job interview unit was developed and conducted by businesses. Parent education for low-income families is subsidized by businesses and takes place in housing projects.

Millard Public Schools, Nebraska
Contact: Margo Bassinger (402) 895-8418

- The Maritime Project, which will be fully operational by September 1984, is an alternative education program that teaches students maritime trades.

Albany Schohorie Schenectady BOCES, New York
Contact: Walter Jones (518) 456-9253

- A partnership with the Air Force has provided a computer lab dedicated to the use of an artificial intelligence tutor. This is the first partnership in New York between the Department of Defense and a local school district.

Rome City SD, New York
Contact: Daniel Farsaci (315) 336-0383

- Partnerships with colleges and universities, businesses, and cultural institutions are designed to be an integral part of the curriculum and program of a school. For example, the Bank Street College of Education has provided staff and curriculum development in multi-age program development as well as museum education and primary education. Museums and arts organizations have become a part of the ongoing program of each school.

Yonkers Public Schools, New York
Contact: Gladys Pack (914) 376-8213

- A full-time coordinator promotes public-private partnerships. An advisory committee representing parents, community organizations, and school staff have identified priorities including marketing the program, identifying site coordinators to facilitate partnerships at the building level, and providing effective staff training. Cost: $47,000 including salary, benefits, supplies, equipment, and mileage.

Northshore SD, Washington
Contact: Connie Roberts (206) 489-6335

- Through a public-private partnership, students conducted research, on-site visitations, and hands-on laboratory experimentation by students to become aware of and concerned about water resources in the community. Cost: Grants to date total $43,589 have funded this ongoing and developing program.

Steilacoom Historical SD #1, Washington
Contact: Alonda Droege (206) 588-1885

- Through a public-private partnership with a bank, all students in one elementary school have opened bank accounts. The bank has also donated a copier and helped with volunteers.

SD of Greenfield, Wisconsin
Contact: Linda Wandtke (414) 281-7100

ROLE OF SCHOOL BOARDS

- Schools may request waivers or modification to current waivers to the teachers' labor contract, school board rules, or state of Florida statutes. A Memorandum of Understanding is approved by the school board and the teachers' union. With approved waivers, schools have restructured the school day, created smaller classes, designated new teaching positions/functions, and have implemented a host of other changes designed to improve student achievement and school effectiveness.

Dade County, Florida
Contact: Daniel Tosado (305) 995-1497

- New board members are given a "very intensive" orientation to acquaint them with administrators and their respective activities and duties. Individual board members actively take part in strategic planning, district public relations, and advisory boards (education, policy, discipline, problem areas).

Ridgewood H.S. #234, Illinois
Contact: David Jennings (708) 456-5880

- Each board member adopts a school, visits it regularly, meets with the principal and staff, and is called upon to represent the board at various school functions. The president and vice president of the board are "floaters," visiting all schools.

Grand Haven Public Schools, Michigan
Contact: Bill Dean (616) 847-4614

ROLE OF TEACHERS

- A mentor teacher program matches experienced teachers with new teachers, both experienced and inexperienced.

Iowa City, Iowa
Contact: Pam Kautz (319) 339-6800

- Visual arts, music, physical education, and movement teachers work as a team to integrate their subjects. They teach with each other and with classroom teachers, using concepts such as "patterns," "branching," and "rhythm." Cost: $8,000 per year for materials and training

Attleboro, Massachusetts
Contact: Deborah Amylon (508) 399-7561

- A group of teachers (6-8 per building) are paid $500 apiece to serve as the school improvement team. They plan school improvement work and the inservice programs.

Madison School District, Michigan
Contact: James L. Hartley (517) 263-0741

- A teacher-driven committee led to total restructuring of both the elementary and middle school program and configuration.

Midland Public Schools, Michigan
Contact: Linda Cline (517) 839-2401

- Because of a belief in teacher empowerment, teachers are given roles in curriculum development, staff development, scheduling, and hiring.

School District of Crete, Nebraska
Contact: Jody Isernhagen (402) 826-5855

- The role of teachers is becoming larger. Today, they are advisers to the board on policies and implementation of policies.

Otoe Elementary SD, Nebraska
Contact: Benita Thummel (402) 265-2741

- The district's goal is to foster inquiry-based, self-motivated learning. The goal is to move teachers to facilitators of knowledge rather than being the source of information. Inservice focuses on team teaching, a more democratic approach to classroom management, authentic assessments, and thematic curricula.

Bergen County Technical Schools, New Jersey
Contact: N/A

- Teachers mentor individual students one-on-one. They take part in informal after-school activities and provide informal counseling.

North Wildwood Schools, New Jersey
Contact: Carol Babiniuk (609) 522-1454

- This district is moving from a basal reader to a whole language approach in teaching reading. This requires teachers to teach in a new way.

Washingtonville CSD, New York
Contact: Walter Dudek (914) 496-2229

- To create a professional culture in the schools, this district has established study groups on a variety of topics. Teachers and administrators meet together, read professional literature, and discuss issues of importance.

Wisconsin Rapids SD, Wisconsin
Contact: John Davenport (715) 422-6006

SCHOOL DISTRICT CONSOLIDATION/ DECONSOLIDATION

- In 1992, after a general election, the district became a K-12 district. As a result, one school district (covering two high schools) was eliminated. The consolidation strengthened community support, increased A.D.A. funding, and eliminated extra administrative costs.

Redondo Beach City and Redondo Unified, California
Contact: Beverly Rohrer (310) 379-5449

- Three districts were consolidated. As a result, the new district has increased course offerings, implemented the middle school approach, and lowered costs to taxpayers.

Midwest Central District 191, Illinois
Contact: Michael Risen (309) 968-6868

- The county and city schools will merge on July 1, 1993. The process includes an administrative merger, curriculum revision, new attendance zones, and grade structure reorganization.

Henderson County Schools, North Carolina
Contact: Dan G. Lunsford (704) 697-4733

- The district is still exploring consolidation, but must develop a working relationship with neighboring districts.

Goshen Central SD, New York
Contact: Joseph Colistra (914) 294-2410

- A kindergarten center was formed as a result of a reorganization of district grade level assignments. The reorganization resulted in reopening an elementary building for kindergarten students only. Costs were reduced as a result of consolidation.

North Olmstead City Schools, Ohio
Contact: Jeanne Gaughan (216) 779-3569

- The district annexed an adjoining district. The annexed district maintains their identity in name, athletics, and other activities. The annexing district provides the superintendent and business office. Both districts have representatives on the school board.

Alva Independent SD 001, Oklahoma
Contact: N/A

- Two school districts were consolidated, eliminating some administrative positions. Now the new district is better able to adequately finance its school system.

Grayson County Schools, Virginia
Contact: Danny Edwards (703) 773-2832

- Five high schools were consolidated into one. Two of the buildings were converted to middle schools, two to primary schools.

Lee County, Virginia
Contact: John Collier (703) 346-2107

SCHOOL FINANCE

- A fundamental "meeting of the minds" of the town council, the school board, and the staff has been achieved by program and financial benchmark. Now the budget uses three descriptors: "maintain," "enhance," and "new." The result is described as "relative civic harmony in a period of regional recession."

Cheshire Public Schools, Connecticut
Contact: Dr. Ralph Wallace (203) 272-8137

- By developing a wish list submitted by teachers and prioritized by team leaders and management, items are purchased on a priority (not first-come, first-get) basis. Costs can be controlled and areas of education can be systematically upgraded. Cost: $0

Ridgewood H.S. #234, Illinois
Contact: John Berquist (708) 456-5880

- The district has moved totally to school-based budget allocations, rather than funding many things from the district level.

Oldham County, Kentucky
Contact: Blake Haselton (502) 222-8880

- The Minimum Foundation Program allocates instructional staff to schools based on a formula that factors in the number of students in each school. In addition, students in grades K-3 count as 1.15 children in allocating funds; at-risk students count as 1.15; secondary vocational students generate a 5 percent bonus; and remediation students count as 1.1.

Jefferson Davis Parish, Louisiana
Contact: W.F. Whitford (318) 824-1834

> *Many of our state-mandated reform requirements are not funded. As a result, the burden falls on already financially strapped districts.*
> from the NSBA survey

- This district is integrating the finances of Chapter 1, Chapter 2, Drug Education, etc. to better meet the needs of at-risk students.

Holly Springs SD, Mississippi
Contact: Cherrie Shaw (601) 252-2183

- The district has adopted business service/accounting, which led to receiving the ASBO award for accounting excellence.

Pattonville, Missouri
Contact: Tom Huddleston (phone n/a)

- A financing and building strategy was developed to build a 68,000-sq-ft school for 900 students. The school was financed for $5.1 million and built in one year. Cost: $5.1 million

Lower Township Board of Education, New Jersey
Contact: Michael Foster (609) 884-9400

- Each year, all personnel engage in making recommendations to program supervisors for the future budget. Each supervisor prepares program goals, activities, and expected outcomes in several decision packages. These lead to a zero-based budget each year that has saved millions of dollars.

Piscataway Schools, New Jersey
Contact: Philip Geiger (908) 572-2289 x. 2513

- School-site budgeting combined with outcome-based education give autonomy to schools that achieve goals, while still allowing the district to set overall direction for the district.

Goshen Central SD, New York
Contact: John Kodra (914) 294-2410

- A community budget committee helps review the district's budget.

Hicksville Public Schools, New York
Contact: Salvatore Mugavero (516) 733-6600

Also mentioned by
North Olmsted City Schools, Ohio
Contact: Dennis Allen (216) 779-3548

- Buildings are given more flexibility in the way funds are expended at their schools. They are given a dollar amount before the beginning of each school year to run their instructional program.

Wayne County Schools, New York
Contact: John Dalton (phone N/A)

- The district is planning a "quality budget" annually.

Brentwood Borough SD, Pennsylvania
Contact: Eugene Bolt (412) 881-2227

- A Citizens' Budget Review Committee helped the school board decide how to cut $12.7 million from the budget.

Arlington ISD, Texas
Contact: Marlene Carle (817) 460-4611

- The district has instituted zero-based budgeting and a great circle of involvement in the budgeting process.

Newport News Public Schools, Virginia
Contact: Susan Purser (Phone N/A)

- The city has granted local schools purchasing authority under the Direct Activity Purchase System. This allows principals to purchase directly from vendors without prior approval from central administration. Every year, the school receives an annual allotment, which can be spent for office, maintenance, educational supplies, repairs, office support, and equipment.

District of Columbia Public Schools
Contact: Rung Pham (202) 724-4030

SCHOOL POLICIES

- A policy committee of administrators, teachers, a school board member, and parents reviewed and, if necessary, rewrote the school's policy manual. The current draft, now under review, would make the staff and board more responsible to parents and community.

Fairfield City Schools, Alabama
Contact: Paul R. Goodwin (205) 780-6137

- The board president and superintendent conducted a week-long, intensive policy review, update, and codification workshop sponsored by the state school boards association. As a result, the school district's policies are now up to date legally—while the district maintained its individuality. Cost: $2500 + travel

Tanana City Schools, Alaska
Contact: Ron Delay (907) 366-7203

- The board president scheduled workshops for two hours prior to regular board meetings to review, rewrite, and update the district's policy manuals. Hundreds of policies were reconsidered, reviewed, or added if needed. Cost: time

Redondo Beach/Redondo Unified, California
Contact: Valerie Dombrowski (310) 372-8519

> *"[Reviewing board policies] has built a strong confidence among the Board and district as a whole. Here is where accountability is the checkpoint."*
> Valerie Dombrowski, Board President,
> Redondo Beach, California

- The district has a policy of involving teachers and parents in reviewing and discussing discipline problems. This review also includes the school site committees and the district advisory council.

Savanna School District, California
Contact: Gary Fite (714) 220-0470

- The board constantly reviews policy changes to make sure the trustees are up to date.

Savanna School District, California
Contact: Gary Fite (714) 220-0470

Also mentioned by
Clarence Central SD, New York
Contact: Thomas Coseo (716) 759-8311

- The district has initiated a new homework policy. All students will come to school with their homework complete or parents will be called to come to school and sit with their child until the work is complete. At the beginning of the year, many students in this K-12 district did not complete their homework, which must be done at or above a passing grade level (78 percent). By the end of the school year, fewer than 2 percent of students' parents needed to be called.

Limon SD RE 45, Colorado
Contact: Jerre Doss (719) 775-9052

- The district has instituted a forum for discussing innovative proposals that may require a district or state waiver. This forum, the Restructuring Council, meets monthly and includes representatives from parents, teachers, administrators, and the central office.

Christina SD, Delaware
Contact: Ann Mowery (302) 454-2000 x. 256

- School policies have been reviewed and revised, reflecting the emphasis on site-based decision making.

Valley Center Schools, Kansas
Contact: O. Nelson Hart (316) 755-7100

- The school district has established both a human relations policy and an educational and personal rights policy. Both are mutually supportive in their intent. They represent some of the most far-reaching policy actions in terms of establishing a strong and positive human relations climate that supports diversity and multicultural education.

Howard County Schools, Maryland
Contact: M.E. Hickey (410) 313-6674

- Policy manuals are reviewed regularly. A new section is covered and reviewed before each monthly school board meeting.

Garrison Public School District 51, North Dakota
Contact: Hy C.J. Schlieve (701) 463-2818

- The school board approved a no-smoking policy in all buildings. This is setting a quality of life standard.

Brentwood Borough SD, Pennsylvania
Contact: Eugene A. Bolt (412) 881-2227

- School district policies are being revised to give site-based administrators more authority to make decisions.

Lewisburg Area SD, Pennsylvania
Contact: Donald Baumgartner (717) 523-3220

- The school district has developed a policy manual in cooperation with the state school boards association.

Southeastern Greene SD, Pennsylvania
Contact: Superintendent (412) 943-3630

SCHOOL-TO-WORK TRANSITION

- Calling readiness for the world of work "the fourth R," this district has established a networking partnership initiative with the community.

Tucson Unified SD, Arizona
Contact: Karen Sanders (602) 629-8277

- To encourage the school-to-work transition, students are trained through both the business and the vocational agriculture department for work experience. Some students receive credit for work experience.

Riverton USD 404, Kansas
Contact: Mary Ann Talbot (316) 848-3388

- "Tech prep" is replacing the general track in high school. Students will follow a college prep or tech prep program of study. The program consists of academics, vocational, and junior college course work leading to a two-year A.S. degree.

USD #445, Kansas
Contact: Ron Childress (316) 252-6810

Also mentioned by
Grand Rapids Public Schools, Michigan
Contact: Barry Boyer (616) 771-2182

Sussex County Vocational School, New Jersey
Contact: Warren Carmen (201) 383-6700

Cabarrus County Schools, North Carolina
Contact: Jim Lunsford (704) 786-6191

Polk County Schools, North Carolina
Contact: James Causby (704) 894-3051

Galveston ISD, Texas
Contact: Mickey Ohlendorf (409) 766-5781

Norfolk City Schools, Virginia
Contact: Frank Peele (804) 441-2957

- To encourage students to seek employment in the auto repair and sales field, this district is establishing a closer relationship between area auto dealers and the vocational auto program. In the future, the district envisions providing adult education to dealer employees.

Monroe Public Schools, Michigan
Contact: Bernie Bodner (313) 241-1491

- An alternative classroom is established for students who cannot handle a regular classroom in the high school. Students are mentored by local businesses, and have a job after school. School maintains close contact with the employer, who must write a report at the end of the semester.

Monroe Public Schools, Michigan
Contact: Ann Lux (313) 241-1807

- The district eliminated traditional typing and instituted keyboarding. Other business programs were also consolidated. Home ec was consolidated with occupational foods. Savings: $50,000

Maryville R-II Schools, Missouri
Contact: Paul Coffman (816) 562-3255

- Project SERVE forms a partnership among the Hickory Public Schools, NC Outward Bound School and the United Way Volunteer Center to promote key skills identified in the US Department of Labor SCANS report.

Hickory Public Schools, North Carolina
Contact: Duane Kirkman (704) 322-2855

- Hospital facilities are used to train 50 9th grade students in the allied health/medical fields for entry into college, the work force, or a professional school.

Camden City Schools, New Jersey
Contact: Marion Proffitt (609) 541-4246

- Students are in a simulated work situation in their business education course. They work on projects as if they ran a small business. The classroom is set up like an office.

Bath Central Schools, New York
Contact: Betty Lou Herter (607) 776-4107

- A partnership with two local machine shops has greatly enhanced the district's machine technology course. The shops have helped the district rewrite curriculum, which now includes blueprint reading. They have opened their facilities to visits and employment. Enrollment has more than doubled, and students have real job skills when they leave.

East Meadow UFSD, New York
Contact: Vincent Cirello (516) 334-3100 x. 405

- The Community-As-School seeks out community resources that will allow students to earn high school credit by completing hours at an off-campus site and by fulfilling the academic requirements of a Learning Experience Activity Packet (LEAP). This program is partially funded by Chapter 1.

Sugar Loaf UFSD, New York
Contact: Steve Janove (914) 469-2136 x. 328

- All students in this vocational planning district develop an individualized career plan before entering 9th grade. This plan helps them focus on appropriate education and career goals.

Great Oaks Joint Vocational SD, Ohio
Contact: Claire Patterson (513) 771-8840

- Graduating seniors prepare career passports—documentation of their work, achievements, commendations, etc. Passports are designed to be used on job interviews.

Great Oaks Joint Vocational SD, Ohio
Contact: Claire Patterson (513) 771-8840

- Project STARS helps all students map out an educational program that will help them reach career goals. 9th and 10th grades are devoted primarily to general study. The last two years concentrate on a "constellation"—career-related groupings. Each constellation includes occupations ranging from entry level to those requiring four years of college and beyond.

David Douglas SD, Oregon
Contact: John Harrington (503) 252-2900

- A technology center has replaced the industrial arts program. Twelve centers, dealing with topics such as electronics, applied physics, computer-aided drafting, and photography, are part of the program.

Springfield Township SD, Pennsylvania
Contact: Brian Turner (215) 233-6070

- A career center was implemented at one school district. It is equipped with 30 computers, color monitors, and a comprehensive library of software, videos, and printed material. Senior students use the Center to access information. A new program entitled "Be a _____ for a Day" is now in the planning stage.

Galveston ISD, Texas
Contact: Trudy Rea (409) 766-5735

- A magnet high school focusing on health careers is located in the heart of a regional medical center.

Northside ISD, Texas
Contact: John Boyers (210) 692-0022

- A business careers focused magnet school operates as a school-within-a-school. Begun with financial and logistical support from area businesses, the school serves students from throughout the county.

Northside ISD, Texas
Contact: James Greene (210) 647-1021

STANDARDS/STUDENT ASSESSMENT/OUTCOMES

- A coalition of school districts has worked together cooperatively to study and develop assessment criteria for students.

Littleton Elementary SD 65, Arizona
Contact: Brian Ott (602) 936-3333

- Every student is pre- and post-tested in math and reading. Computers monitor student progress.

Red Rock, Arizona
Contact: Frank Klell (602) 682-3331

- Student progress is monitored and assessed by a curriculum-based measurement that is district norm-referenced.

Bakersfield City SD, California
Contact: Randy Ranes (805) 631-4633

- A locally developed system uses performance-based assessment to measure student learning for educationally disadvantaged students in terms of both program exit criteria and the "substantial progress" criteria. The district has developed its own computer-supported management system that groups student progress by total district, individual school, and individual classroom. The result is an assessment system for Chapter 1 that relates directly to the district core curriculum and is based on learning outcomes. Cost: $30,000 to develop, $5,000 annually to implement.

Manteca Unified SD, California
Contact: Joann Flinn (209) 825-3200

Other districts focusing on outcomes-based education:
Peoria Unified SD, Arizona
Contact: Janet Barry (602) 486-6005

Boulder Valley Public Schools, Colorado
Contact: Carla Santorno (303) 447-5088

Rocky Ford R2, Colorado
Contact: Georgetta Driskill (719) 254-7681

Arriba-Flagler C.S.D. #20, Colorado
Contact: Fred Trimmer (719) 765-4684

Clark County S.D. #161, Idaho
Contact: Delbert McFadden (208) 374-5215

Altamont CUSD #10, Illinois
Contact: John Van Alt (618) 483-6193

Bloomington District #87, Illinois
Contact: Catharine Parker (309) 827-6031

Mundelein Consolidated H.S. #120, Illinois
Contact: Linda Hanson (708) 949-2249

Township High School District 214, Illinois
Contact: Marilyn Kulieke (708) 364-8642

Anthony-Harper USD #361, Kansas
Contact: DeAnne Hastings (316) 842-5155

Geary County USD #475, Kansas
Contact: David Flowers (913) 238-6184

Unified SD # 209 Moscow, Kansas
Contact: William Grimes (316) 598-2205

Riverton USD 404, Kansas
Contact: Bill Sweeton (316) 848-3388

Salina USD 305, Kansas
Contact: Marilyn Green (913) 826-4733

Stafford USD 349, Kansas
Contact: Dennis Boepple (316) 472-5255

USD #250, Kansas
Contact: Dan Neunsewander (316) 232-3100

Valley Center Schools, Kansas
Contact: Ron Ballard (316) 755-7100

Winfield USD #465, Kansas
Contact: Bill Medley (316) 221-5100

Buena Vista Public Schools, Michigan
Contact: Londia Langston (517) 755-2184

Flint Public Schools, Michigan
Contact: James Ray (313) 760-1690

Garden City Public Schools, Michigan
Contact: Cheryl Willet (313) 425-4900

Holland Public Schools, Michigan
Contact: Tony Thaxton (616) 393-7501

Blue Springs R-IV Schools, Missouri
Contact: Dick Howard (816) 224-1300

Maryville R-II Schools, Missouri
Contact: B.C. Thompson (866) 562-3255

Rockwood Public Schools, Missouri
Contact: N/A

Ardsley Union Free SD, New York
Contact: Stan Toll (914) 693-6300

Farmingdale Public Schools, New York
Contact: Maryalice Gutierrez (516) 752-6512

Rome City SD, New York
Contact: Daniel Farsaci (315) 336-0383

Steuben Allegany BOCES, New York
Contact: Jim Blizzard (607) 776-7631

Wayne County Schools, New York
Contact: Eleanor Gregory (Phone N/A)

Harrisburg Schools, Pennsylvania
Contact: Randolph Outen (717) 257-8840

Bremerton School District #100-C, Washington
Contact: Mariwyn Tinsley (206) 478-5124

Everett Schools, Washington
Contact: Leann Torgerson (206) 339-4200

Dodgeland Schools, Wisconsin
Contact: Pat Wild (414) 386-2601

> *Computer or other tracking and reporting is essential to an effective outcomes program.*
> Georgetta Driskill, Rocky Ford R2 District, Colorado

- Curriculum standards have been developed at all grade levels. Students who fall below grade level will attend summer school. The graduation and diploma award will be based on demonstrated ability to perform specified tasks.

Brush Public Schools RE 25, Colorado
Contact: Doug Johnson (303) 842-5176

- The district is using a number of different assessment techniques. These include the New Standards Project, the PACE Portfolio Project, the California Learning Record, the CRESST History/Social Studies Project, and the California Learning Assessment System. In addition, the district is developing a new assessment policy and guidelines based on standards and learner outcomes. Cost: funded by district funds, grants from the Rockefeller, MacArthur, and Stuart Foundations and the Pew Charitable Trust, and state assessment advocacy funding.

San Diego City Schools, California
Contact: Linda Carstens (619) 293-8464

- Students' progress is evaluated in three main ways: Application Level Assessments (ALA's) given in all grades; a district writing sample given at grades 5 and 8; and the Comprehensive Tests of Basic Skills given at grades 3, 5, 8, and 10. The district also reports the grades of students taking the ACT and the SAT. ALA's align with the curriculum, measure the student's ability to apply the concept being assessed, and often are not paper-and-pencil tests. In 1991-92, elementary students assessed students in two curricular areas and secondary schools implemented one assessment in each subject.

St. Vrain Valley S.D., Colorado
Contact: Sherri Stephens-Carter (303) 776-6200

- All teachers in grades K-12 have worked to describe their grade-level expectations in all subject areas in terms of measurable instructional objectives. Students are assessed based on these objectives every 4 to 6 weeks. Reports inform students, teachers, parents, and administrators of student progress as individuals and as groups.

Byron CUSD #226, Illinois
Contact: Bill Craig (815) 234-5491 x. 274

- Authentic assessment has been implemented at each of six high schools.

Township High School District 214, Illinois
Contact: Marilyn Kubeke (708) 364-8642

- The Kansas Board of Education has established the Quality Performance Accreditation program. Schools first determine the outcome (a statement of agreed-upon results), then set a standard—the acceptable level of excellence. They identify indicators, which must be valid, reliable, measured over time, have policy implications, and be understood by a wide audience. Finally they determine the set of indicators that they will use.

Ellsworth-Kanopolis, Kansas
Contact: Kent Garhart (913) 472-5561

- After extensive discussion with teachers, the district eliminated letter grades in K-3, eliminating failure grades in grades 4-5.

Chelsea School District, Michigan
Contact: Laurice Bissell (313) 475-9131

- Teachers in each of the ninth grade core classes use portfolio assessment with classroom instruction.

Polk County Schools, North Carolina
Contact: James Causby (704) 894-3051

Portfolios also used by
Coos Bay Schools, District 9, Oregon
Contact: Vicki Jenkins (503) 267-3104

- With parental and school agreement, students can set their own graduation requirements for junior and senior years. School board approval is needed to enter the contract.

Greater Albany Schools, Oregon
Contact: Duane Hedy (503) 967-4525

- The district adopted a new grading scale (A = 92-100; B = 83-91; C = 74-82; D = 65-73; F = 0-64).

Cambria Heights SD, Pennsylvania
Contact: Russell DeFrahn (814) 674-3626

- PROBE combines outcomes-based learning, mastery learning, and cooperative learning. Student learning has increased. Parental involvement has also increased.

Daniel Boone Area SD, Pennsylvania
Contact: Lewis Cuthbert (215) 582-6106

- Promotion and retention policies have been written in terms of clearly defined skills in language arts and mathematics. Pacing charts assure correct scope and sequence.

Dorchester County SD 4, South Carolina
Contact: N/A

- The district is implementing a variety of student assessment procedures designed to correspond with the instructional program and the evaluation of individual student achievement. The assessment program focuses on both lower and higher levels of thinking.

Olympia SD, Washington
Contact: Carl Hauser (206) 753-8890

TEACHING TECHNIQUES

- Mathematics Their Way teaches math concepts to kindergarten children. Activities include number and spatial readiness, counting, graphing, classification, comparison, measuring, place value, problem solving, and whole number operations. Materials include everything from unifix cubes to mirrors to measuring spoons to toothpicks. Cost: $350/classroom plus teacher training.

Van Buren S.D. #42, Arkansas
Contact: Carol Brody (501) 474-7942

- Reading Recovery is a research-based method of intervention for beginning readers having difficulty learning to read. Students who have gone through the program not only catch up with their classmates, but remain with their class for several years after the intervention.

Deer Valley Unified S.D., Arizona
Contact: Kay Coleman (602) 581-7791

Also mentioned by
Manteca Unified School District, California
Contact: Frank Purdy (209) 825-3200

Plainville Public Schools, Connecticut
Contact: Lois Lanning (203) 793-3272

Forrestville Valley CUSD #221, Illinois
Contact: Romaine Capp (815) 738-2226

Comstock Public Schools, Michigan
Contact: Ceville Hinman (616) 388-9440

Hoboken Schools, New Jersey
Contact: John DelMonaco (201) 420-2170

Canandaigua City Schools, New York
Contact: Karen Salvia (716) 396-3930

- The Mathemagician program is offered to students before and after school and during lunch. Although it is a volunteer program, most students participate. Students learn math by a combination of the rote method and friendly competition.

Williams USD, Arizona
Contact: Jon Sheldahl (602) 635-4428

- Students are writing in every subject at all levels. Teachers were taught how to integrate writing into all subject areas as a part of the Write On Illinois Program.

Altamont CUSD #10, Illinois
Contact: Karyn Grunloh (618) 483-5171

Similar program mentioned by
Bardstown City Schools, Kentucky
Contact: Patrick Hagan (502) 348-1650

- Through the Successive Teaching program, a teacher, students, and their parents can work together for two to three years. A teacher chooses to be assigned to the same group of students for this period. Parents can choose to participate and can withdraw only at the end of the school year.

MSD of Wayne Township, Indiana
Contact: Philip Ehrhardt (317) 243-8251

- Teachers have experimented with various teaching techniques, including cooperative learning, mastery learning, outcomes-based classrooms, and authentic assessment.

Anthony-Harper USD #361, Kansas
Contact: DeAnne Hastings (316) 842-5155

- All teachers and administrators have been trained in Madeline Hunter's principles. Other activities include learning styles, Mississippi Effective Schools Program, and extensive staff development.

Claiborne County SD, Mississippi
Contact: F.A. White, Jr. (601) 437-4232

- Teachers are trained to use effective techniques in teaching writing and to use writing as a unifier and integrator in the curriculum. An entire faculty is trained at one time. Very high expectations are set for students and teachers.

Elmont UFSD, New York
Contact: Maria Palandra (516) 326-5500 x. 29

- Teachers begin each day by teaching "prosocial skills"—everything from giving a compliment and saying thank-you to being honest and saying no.

Sugar Loaf UFSD, New York
Contact: Chuck Giardina (914) 469-2136 x.315

- The New Saxon Math Program uses both abstract and concrete teaching methods. Each math lesson is introduced with a concrete learning activity; then students work abstractly.

Albion Public Schools, Oklahoma
Contact: N/A

- Project Equal is a district-wide math improvement program, including assessment, staff development, and building improvement plans.

David Douglas School District, Oregon
Contact: Barbara Rommel (503) 252-2900

- This district has offered a 5-day course on cooperative learning. Participants then adapt these strategies in their classrooms.

Great Valley SD, Pennsylvania
Contact: Adele Corbett (215) 889-2125

- Teaching techniques used in this district include cooperative learning, interdisciplinary learning and teaching, and higher level thinking skills.

Williamsburg-James City Schools, Virginia
Contact: Carol Beers (804) 253-6781

USE OF NON-TRADITIONAL PERSONNEL

- The Macon County Role Model Program involves citizens—business people and college professors—in an enrichment program in math and science for middle and high school students.

Macon County School System, Alabama
Contact: Avery Webber (205) 727-1600

- One person at each school has the authority to make legal and educational decisions for special education conferences. They are trained in special education law, state regulations, and the paperwork required. They must also have good communications skills.

Van Buren SD #42, Arkansas
Contact: Steve Morris (501) 474-7942

- A traditional counseling program was not meeting the needs of all students. The district's goal was to reach out to students with new programs, rather than reacting to trouble when it occurred. The guidance office was restructured, supervised by an assistant principal whose background is in guidance. Four educational advisers, three of whom teach two periods, were hired. Each is responsible for a grade level and moves with that grade level from 9th grade through graduation. Cost: hiring one additional staff member.

El Segundo Unified SD, California
Contact: Sheralyn Smith (310) 615-2664

- The district is using teaching assistants to assist elementary classrooms in which class size had increased because of budget reductions. Interim programs, developed in conjunction with a local college, provide more opportunities for learning in the absence of certified staff.

West Hartford Schools, Connecticut
Contact: John Battles (203) 523-3500

- Retired administrators are used to fill in as acting personnel. Their knowledge and expertise is invaluable.

Toledo Public Schools, Ohio
Contact: Gerald Biernacki (419) 729-8200

- A testing resource counselor is responsible for scheduling, administering, interpreting, and reporting district-wide testing.

Washington Local Schools, Ohio
Contact: Gary Loeffler (419) 473-8203

USE OF TECHNOLOGY

- Technology labs have been installed in several high schools. The labs are used in courses ranging from Applied Biology to Chemistry to Principles of Agriculture. Cost: $25,000 per school.

Shelby County, Alabama
Contact: Jimmy Bice (205) 669-5600

- By taking advantage of technology—everything from electronic mail to satellite communications to CD ROM—this district is changing the way teachers teach and students learn. Cost: $500,000

Aleutians East Borough, Alaska
Contact: Charles Beckley (904) 532-2409

- The district is working toward a 5:1 ratio of students to computers. By 1995, the goal is for each teacher to have a desktop computer, printer, and appropriate software in a networked environment. Comprehensive staff training has gone along with the hardware and software purchases. Cost: $3.5 million

Creighton SD, Arizona
Contact: Donald D. Covey (602) 381-6018

- The district is using technology to improve science and mathematics teaching. Cost: $250,000 over 4 years.

Litchfield Elementary SD, Arizona
Contact: Ace Faust (602) 257-3001

- Categorical funds and foundation grant moneys have provided computer labs in schools to increase academic achievement. A Homework Hotline has increased parent involvement and improved home-school communication.

Bakersfield City SD, California
Contact: Henrietta Sakamaki (805) 631-4743

- For over five years, this rural Colorado school district has used satellite instruction to provide enhanced educational opportunities for students. Cost: varies according to student enrollment.

Arriba-Flagler CSD #20, Colorado
Contact: Mark Ricken (719) 765-4684

- The district's curriculum revisions include technology as a support for or in some cases to replace traditional instruction.

Ignacio SD 11, Colorado
Contact: Ann Swine (303) 563-4521

- The district has established a computer lab for use by all levels of students. In addition, ten computers on rolling carts are available for use in individual classrooms. Cost: $90,000

Miami/Yoden SD #60, Colorado
Contact: Richard Hoeppner (719) 486-2186

- Computer labs networked both to classrooms and to each other are being installed in every building. The first lab has an aide; additional labs do not. Labs teach only outcomes written in the district's outcomes for math and language arts. Operating the labs requires volunteer help. Teachers must be trained and believe in the effectiveness of computer education. Cost: $100,000/25 computer lab.

Rocky Ford R2, Colorado
Contact: Jim Wilkins (719) 254-7851

- A new technology plan has led to a technology lab, computer-taught math, networked computers, etc.

Americus City Schools, Georgia
Contact: Don Hicks (912) 924-3605

- The National Science Center Foundation developed a computer-based program to provide instruction in the course traditionally named Algebra 1. The lab provides computers for 30 students, and the instruction is entirely self-paced. The teacher serves as a consultant. Even homework is custom printed from the computer according to the specific needs of the students. During the first year of the course, the failure rate in Algebra I was reduced by 60 percent and teachers reported that participants learned more than did students in traditional classes. Cost: $240,000

Hall County, Georgia
Contact: David Massey (404) 534-1080

- Networked computers have reduced the use of workbooks, saving $40,000 a year. Preliminary results indicate that children who were previously turned off are learning. Cost: $1 million

Midwest Central District #191, Illinois
Contact: Michael Risen (309) 968-6868

- A district technology committee of teachers and management sets priorities and plans. Implemented technologies include computers (in labs and classrooms), writing lab, ILS, video disk, CD ROM, CAD, Amiga Toaster, and CIMS management software. Cost: $500,000+

Thornton Township High School District #205, Illinois
Contact: JoAnn Evans (708) 210-2231

- The district has a complete industrial technology curriculum from grades 6 through 12.

Clinton County Schools, Iowa
Contact: Mary Corbin (319) 659-5025

- All high school classrooms are networked with the central office and the library. Much of the library resource material is also networked through CD Rom, allowing research to be conducted from the classroom. All administrative functions—grades, attendance, lunch count—are networked to the building office.

Ell-Saline USD 307, Kansas
Contact: Linda Loder (913) 225-6633

- Middle schools have remodeled facilities and revised curriculum to integrate applied technology into the industrial arts curriculum.

Salina USD 305, Kansas
Contact: Stan Lauer (913) 826-4785

- Through a partnership with Humana Inc., the New Kid in School project brought computers into the classrooms of Louisville's inner city schools. Today, all students have access to computers (compared with 46 percent of students nationally). The next phase of the project, The New Kid Moves Ahead, will expand the district's capacities to integrate advanced technology into the education of students.

Jefferson County, Kentucky
Contact: N/A

- Writing to Read labs, computer curriculum labs, and a technical training center for teachers are part of this district's commitment to technology.

Calcasieu Parish, Louisiana
Contact: Leo Miller (318) 491-1600

- Teaching and Learning with Computers (TLC) has been implemented at the second grade at seven elementary schools. TLC is a computer-based program to help students improve in all academic areas.

St. James Parish, Louisiana
Contact: N/A

- This district passed a technology millage. Each school submits a plan for the use of computers before they are delivered.

Grand Haven Public Schools, Michigan
Contact: Rick Kent (616) 847-4614

- A technology magnet middle school offers computer labs for music, computer-aided design, and applied physics. The goal is "not to entertain students, but to work on team building and creative problem solving."

Grand Rapids, Michigan
Contact: Barry Boyer (616) 771-2182

- A course called Principles of Technology is "essential applied (hands-on) physics."

Lakeshore Public Schools, Michigan
Contact: Gary Grot (616) 428-1400

- An incentive plan encouraged teachers to learn more about technology. If each teacher attended, participated, and completed 50 hours of training, the school district issued a computer, monitor, printer, and software to them. The teachers owned this equipment. Approximately 80 percent of teachers earned the equipment in the first year. The remaining 20 percent earned it in the second year.

The Lamphere Schools, Michigan
Contact: James McCann (313) 589-1990

- An instructional technology department supports teachers and students with hardware and software use in the classroom. The technology includes LAN and four computers/classroom, video cables, satellite programs, interactive multimedia.

The Lamphere Schools, Michigan
Contact: James McCann (313) 589-1990

- The district opened a K-5 magnet school for science and technology. The school is nongraded, with multi-age groupings.

Bozeman, Montana
Contact: Ned Levine (406) 585-1533

- Classrooms are networked within the building, and district wide. Some programs are placed on the network. Others are available through telephone modem.

Buena Vista SD, Michigan
Contact: Londia Langston (517) 755-2184

- Each building has a computer lab staffed with a paraprofessional.

Trenton Public Schools, Michigan
Contact: Dennis Hamilton (313) 676-8600

- A $3 million technology package will network the district, place a computer in all classrooms, create additional labs, and install E-mail. The system will use both MS-DOS and Apple programs.

Blue Springs R-IV Schools, Missouri
Contact: Dick Ritchie (816) 224-1300

- A district-wide technology committee plans for integration of future and current technology applications, including communication, instruction, and mainframe applications.

Pattonville SD, Missouri
Contact: Jayne Kasten (phone N/A)

Also mentioned by
Millard Public Schools, Nebraska
Contact: John Crawford (402) 895-8214

Marion Center Area Schools, Pennsylvania
Contact: Gary Grant (412) 5551

- The district has created the Academy for the Advancement of Science and Technology. Curriculum is interdisciplinary and project-based. The school day is longer than an adult's typical workday—8-1/2 hours. This amounts to 45 weeks of school per year—the longest in the state public school system. The Academy houses state-of-the-art technology, including well appointed physics, chemistry, and biology labs.

Bergen County Schools, New Jersey
Contact: N/A

- Thirteen schools and all offices will be linked through a LAN. All teachers and classrooms will be able to communicate with one another.

Pemberton Township Schools, New Jersey
Contact: Harold Jones (609) 894-4833

- Each classroom K-8 is being equipped with 4 student stations, one teacher station, color printers, fax machines and printers. Customized curriculum material can be requested from every teacher every day for all classes. Cost: $4 million

Piscataway Schools, New Jersey
Contact: Philip Geiger (908) 572-2289 x. 2513

- A technology initiative identified present technology capability in the county and explored ways to link technology county-wide.

Salem County Vocational Schools, New Jersey
Contact: Charles Lee (609) 769-0101 x. 305

- All district schools have computer labs. The district also uses satellite long distance learning.

Willingboro Schools, New Jersey
Contact: John Peraino (609) 871-9000 x. 591

- A new high school is equipped with computers in every classroom, linked to a computerized library system. Modems can be taken home to use with family-owned IBM or compatible computers. Several stations are in the library, business department, technology, math labs, etc. School also includes a complete video production studio.

Canandaigua City Schools, New York
Contact: John Cooper (716) 396-3700

- The district placed computers in the homes of 10 pre-kindergarten children who are speech and language impaired. The goal is to increase developmental performance, promote computer literacy for parent and child, and enhance parenting skills.

Asheboro City Schools, North Carolina
Contact: Sue Daughtry (919) 672-6636

- The district created a training center to use technology in instruction and administration.

Cabarrus County Schools, North Carolina
Contact: Jean White (704) 786-9805

- CD-ROMs in media centers and selected classrooms promote less reliance on paper and more emphasis on video presentation of instructional material.

Fort Bragg Schools, North Carolina
Contact: Bill Landis (919) 436-5410

- An emerging technology program is required for all eighth graders. Students work in cooperative groups for 10 days before changing partners. Girls are "invited into math/science careers without much to-do."

Dickinson Public Schools, North Dakota
Contact: Rollie Mound (701) 225-1550

- The district has installed more than $3 million worth of McIntosh computers in the past two years. The system is networked to include libraries. Two full-time local trainers provide support.

Grand Forks School District 1, North Dakota
Contact: Darlene Johnson (701) 746-2200

- Teachers and other staff members are provided with a computer for home use. Staff members also receive software, printer, and maintenance for their computer.

Cuyahoga Valley Joint USD, Ohio
Contact: Jerry Shuck (216) 526-5200 x. 901

- The district is in the process of determining how distance learning would work best—fiber optics or microwave.

Portage County Schools, Ohio
Contact: Jim Vincent (216) 297-1436

- The district has added a technology coordinator and is working to incorporate technology into the operations and curriculum.

Coos Bay Schools, District 9, Oregon
Contact: Tom Leahy (503) 267-3104

- Computer labs at the elementary level are used for supplementary instruction and diagnosis in basic skills. They form the heart of the district's summer remediation activities.

Dorchester County SD 4, South Carolina
Contact: N/A

- A "space lock-in" allowed students to simulate a space launch.

Bristol City Schools, Tennessee
Contact: Jim Street (615) 968-4171

- At each campus, a "classroom of tomorrow," featuring the latest in instructional technology, will be established.

Weslaco ISD, Texas
Contact: James Lehman (210) 968-6607

- Teachers "earned" computers to use at home by completing 40 hours of inservice on their own time.

Morgan SD, Utah
Contact: Dale Porter (801) 829-3411

- The media center has been transformed into an information access center. There are many fewer books and periodicals, but much more access to information through the use of technology.

Weber SD, Utah
Contact: Jan Parrish (801) 774-4922

- The district participates in the Apple Classroom of Tomorrow training program. New hardware, software, networks, and technology-related curriculum are being tried at four schools before going into district-wide use. These "frontier teachers" are working with others in their building and the district.

Northshore SD, Washington
Contact: Debbie Branstetter (206) 489-6359

- A $12 million bond issue will provide funds for a six-year phase-in of technology in the classroom. One full-time administrator is responsible for implementing the program.

Puyallup SD #3, Washington
Contact: Tim McKamey (206) 841-8789

- In pilot classrooms, each child has access to a computer. In these classrooms, computer technology has been more fully integrated into a variety of curriculum areas. Cost: "Considerable"

Two Rivers SD, Wisconsin
Contact: Frank Helquist (414) 793-4560

- Seven school districts are united through fiber optics into an audio-visual television network. Outstanding teachers in all subject areas offer courses to the other districts via this network, which operates eight periods daily.

Wittenburg-Birnamwood SD, Wisconsin
Contact: Richard L. Roth (715) 253-2213

OTHER

- In the past, the superintendent interviewed all administrative candidates and recommended them to the school board. Today, two committees, each including at least one person who does not work for the school system, are responsible for screening and interviewing administrative candidates and recommending them to the school board.

Fairfield City Schools, Alabama
Contact: Paul R. Goodwin (205) 780-6137

- Due to an increase in gang activity, this elementary district has set up the Gang Resistance Education and Training (GREAT) program to help students and staff avoid and prevent gang activity on campus and at home.

Crane Elementary SD 13, Arizona
Contact: Casey Campbell (602) 726-0553

- After two years of research with parents and community leaders, the AIM program (integrated math, science, and humanities studies for gifted high school students) has been developed. It significantly increases the challenge for gifted students in grades 9-12.

Peoria Unified SD, Arizona
Contact: Janet Barry (602) 486-6005

- During the 1992-93 school year, four teachers and one principal were released from teaching to design, in collaboration with the community, a new elementary school program. The school, which will open in September 1993, will be based on creating what the district calls a "brain-compatible" instructional system and environment. Costs: salaries of personnel for one year.

Scottsdale SD, Arizona
Contact: Carolyn Repp (602) 994-8187

- Because of a large enrollment of Navajo students, the district uses bilingual and ESL instruction to help students comprehend the English words being taught. Teachers also use the native language to reinforce the learning process.

Tuba City USD 15, Arizona
Contact: Ray Vernon (602) 283-4211

- The Newcomer's Program is a district restructuring effort brought about by the need to deal with changing demographics and the needs of newly arrived immigrant children. It helps meet the needs of the entire family through adult ESL programs and child care as well as a K-6 program that incorporates site-based decision making, thematic instruction, variable, grouping, multigraded classrooms, school-based health clinics, and language instruction. Cost: reprioritization of district funds

Bellflower Unified SD, California
Contact: Tom Lau (310) 804-6566

- A California district has convinced a municipal court judge to volunteer his time after normal sessions to allow the district to bring in chronic truants and their parents. The judge reinforces with the students that the law requires students to be in school and on time. Although it is obviously a last resort, the district's director of student services says "a sensitive judge has made it very effective."

Cupertino Union SD, California
Contact: Jim Paul (408) 252-3000

- Over 1500 students (of 6,000 high schoolers) work 20 or more hours per week. Records showed the grade point average and attendance for these students was less than for students who worked less than 20 hours per week. As a result, the district now monitors the authorization for work permits. If students fall below standards for grades and attendance, the school calls their boss and requests that work hours be decreased. After one quarter, the permit is pulled if there are no improvements.

Elk Grove Unified SD, California
Contact: Christy Moustris (916) 686-7726

- A Center for School Development and Redesign provides resources to staff and schools engaged in school reform. The center supports research and development of new ideas, supplemental grant writing, professional development, and any other support activities that enable schools and teachers to take risks and to engage in projects aimed at reform. The Center makes the statement that the school district "takes reform seriously."

Danbury Public Schools, Connecticut
Contact: Kathleen Dzubak (203) 797-4845

- The district has made extensive initiatives to provide the least restrictive environment to educationally handicapped students. Approximately eight sites have been established for trainable and Intensive Learning Center (ILC) students in regular schools.

Indian River SD, Delaware
Contact: Judith Cullen (302) 436-1000

- One elementary school has been instrumental in planning, developing, and maintaining a schoolyard habitat. It includes tables, bird feeders, bird baths, a pond, and plantings. Plans for a third phase are in progress and include the development of a forest nature trail, completion of an outdoor classroom-on-the-pond, and the development of a habitat curriculum.

Decatur City Schools, Georgia
Contact: Judy Green (phone N/A)

- The L.E.A.D. program is an alternative to expulsion and suspension for students with behavioral problems. Saturday School is offered as an alternative to suspension for some offenses (chronic tardiness, cutting classes, truancy). Students make up the time missed in classes during their own time. Two in-school probation officers handle 12-20 case loads for students with juvenile records referred through the school system expulsion program or court services. The alternative has allowed many at-risk students the chance to stay in school. Cost: funding for the probation officers through Juvenile Justice Coordinating Committee

Liberty County, Georgia
Contact: Chris Chalker (912) 876-3795

- Students can earn $50 per trimester toward a scholarship by keeping their grades at a B or above average, displaying good work habits and attendance. This begins at the 7th grade level, so a student could earn $900 by graduation. Funds come from foundations, gifts, grants, and so on. Cost: $18,000

Clark County SD #161, Idaho
Contact: Delbert McFadden (208) 374-5215

- Teachers have volunteered to organize and supervise an after-school games program to address the reality of changing family structures. Students meet for 75 minutes after school each week. Teachers take part in simple games such as Scrabble, checkers, and Uno. The students rate this low- or no-cost program very highly. It meets the needs of latchkey children and gives students a close working relationship with teachers who serve as their role models. Cost: little or none

Earlville CUSD #9, Illinois
Contact: L. Walder (815) 241-8361

- The district has "brought back" as many special education children for cooperative classes and returned the children to home schools with support staff and programs.

Elementary SD 159, Illinois
Contact: Thomas Mullins (708) 720-1300

- Conversational Spanish is offered to 7th and 8th graders. Cost: $10,000

Forrestville Valley CUSD #221, Illinois
Contact: Lynn Carter (815) 938-2301

- The district's early childhood education program serves 120 four-year-old children. The ratio is 1:10, and staff includes three certified teachers, three aides, one secretary, and one parent coordinator who works with parents on parenting skills.

Bardstown City Schools, Kentucky
Contact: Patrick L. Hagan (502) 348-1650

- Students in a 7th grade life science class researched and documented poor air quality and coastal erosion in their community. They also visited sixth graders to share what they had learned.

Jefferson Davis Parish, Louisiana
Contact: W.F. Whitford (318) 824-1834

- Six classes of at-risk four-year-olds take part in a full day early childhood education program. The curriculum is child-centered, and assessment portfolios are used in place of standardized tests. Cost: $338,000

New Orleans Public Schools, Louisiana
Contact: Barbara Emelle (504) 483-6406

- A grade 8-1/2 has been piloted at two high schools. It allows eighth grade students with histories of academic deficits and high failure rates to attend classes on the high school campus instead of remaining at the junior high level.

St. James Parish, Louisiana
Contact: N/A

- A large-scale effort is designed to address the education of minority students. Areas include: minority staffing and promotion, student achievement and participation, student suspension/expulsion, staff development, school-community relations, and multiple cultural curriculum.

Baltimore County Schools, Maryland
Contact: Evelyn Chatmon (410) 887-4138

- Believing that assertive discipline was leading to a "near police state built on fault finding," the district has moved to conflict resolution and responsible participation.

Pass Christian Public SD, Mississippi
Contact: Philip Terrell (601) 452-7271

- The district runs peer leadership sessions with students, especially at the junior high level which helps with drug education and self-esteem.

Bath Central School, New York
Contact: Sandy Zaidel (607) 776-4107

- Elementary students who move within a geographical area are permitted to remain in their original school for the remainder of the year. This reduces the high mobility rate of students.

Toledo Public Schools, Ohio
Contact: Craig Cotner (419) 729-8200

- A discipline-based art program has made art come alive.

Cleveland City, Tennessee
Contact: June Chase (615) 472-9572

- A.I.M High is a dropout recovery program offering continuous progress instruction. The program is housed in a once-vacant office park, "a silver lining out of the savings and loan crisis."

Ector County ISD, Texas
Contact: Felipe Alanis (915) 332-9151

- Plans have been completed to combine the district's at-risk, gifted, and reading programs into an umbrella support initiative for both students and staff.

Green Bay Public Schools, Wisconsin
Contact: Dan Norad (414) 448-2190

Section III - School District Information

This section includes information provided by the school districts that responded to the NSBA survey. It contains the following information on each of the districts:

- Name of the district (listed alphabetically by state)
- School district address
- School district enrollment
- Type of community in which the district is located
- Population of the community, if provided

This section also serves as an index to Sections I and II. Turn to Section II for specific project descriptions as well as names and telephone numbers of district contacts for each of the reforms included in this book.

Section III can also help school board members and other education leaders learn what similar districts are doing to implement school reform. For example, districts might look in this section for other schools in their state, then find the appropriate references in Section II. Or, they might identify districts of similar size, again turning to Section II to see how these districts have addressed specific issues.

ALABAMA

Fairfield City School System
P.O. Box 110
Fairfield, AL 35064
Enrollment: 2,200
Suburban (14,000)
Pages 11, 43, 53

Macon County School System
P.O. Box 90
Tuskegee, AL 36083
Enrollment: 2,000
Rural (18-19,000)
Page 49

Shelby County School System
410 E. College Street
Columbiana, AL 35051
Enrollment: 17,000
Suburban (100,000 +)
Pages 11, 35, 50

ALASKA

Aleutians East Borough School District
P.O. Box 429
Sandpoint, AK 99661
Enrollment: 375
Rural (2,500)
Pages 19, 23, 50

Tanana City School District
P.O. Box 89
Tanana, AK 99777
Enrollment: 100
Rural (353)
Pages 30, 43

ARIZONA

Amphitheater Public Schools
701 W. Wetmore Road
Tucson, AZ 85705
Enrollment: 14,000
Suburban (N/A)
Pages 7, 19, 30

Crane Elementary School District 13
4250 W. 16th Street
Yuma, AZ 85364
Enrollment: 4873
Rural (N/A)
Pages 35, 53

Creighton School District
2702 E. Flower Street
Phoenix, AZ 85016
Enrollment: 5,804
N/A (N/A)
Pages 31, 50

Deer Valley Unified School District
20402 N. 15 Avenue
Phoenix, AZ 85027
Enrollment: 17,000
Suburban (N/A)
Pages 36, 48

ARIZONA cont.

Glendale Elementary Schools
7301 N. 58th Avenue
Glendale, AZ 85302
Enrollment: 9,300
Suburban (N/A)
Pages 19, 35

Globe Unified
501 Ash Street
Globe, AZ 85501
Enrollment: 2,025
Rural (10,000)
Pages 11, 12

Litchfield Elementary School District
553 Plaza Circle
Litchfield Park, AZ 85340
Enrollment: 1,500
Rural (5,000)
Pages 9, 50

Littleton Elementary School District 65
P.O. Box 280
Cashion, AZ 85329
Enrollment: 1,400
Rural (N/A)
Pages 14, 19, 46

Peoria Unified School District
6330 W. Thunderbird Road
Glendale, AZ 85306
Enrollment: 23,248
Suburban (N/A)
Pages 46, 53

Red Rock
P.O. Box 1010
Red Rock, AZ 85245
Enrollment: 60
Rural (N/A)
Pages 27, 46

Scottsdale School District
3811 N. 44th Street
Phoenix, AZ 85018
Enrollment: 20,000
Suburban (N/A)
Pages 14, 54

Tuba City Unified School District 15
Tuba City, AZ 86045
Enrollment: 2,500
Rural (25,000)
Pages 23, 54

ARIZONA cont.

Tucson Unified School District
1010 E. 10th Street
Tucson, AZ 85705
Enrollment: 58,000
Large-size Urban (600,000)
Pages 31, 44

Williams Unified School District
9th Street & Oak
Williams, AZ 86046
Enrollment: 700 +
Rural (3,500)
Pages 19, 48

Yuma District 1
450 6th Street
Yuma, AZ 85364
Enrollment: 9,200
Rural (N/A)
Page 14

ARKANSAS

Northeast Arkansas School District
631 W. Court
Paragould, AR 72450
Enrollment: 2,435
Rural (18,500)
Pages 14, 23, 27

Van Buren School District 42
2221 Pointer Trail
Van Buren, AR 72956
Enrollment: 4,910
Suburban (19,000)
Pages 15, 48, 49

CALIFORNIA

Bakersfield City School District
Education Center
1300 Baker Street
Bakersfield, CA 93305
Enrollment: 26,198
N/A
Pages 5, 15, 46, 50

Bellflower Unified School District
16703 S. Clark Avenue
Bellflower, CA 90706
Enrollment: 10,688
Suburban (N/A)
Pages 32, 54

CALIFORNIA cont.

Culver City Unified School District
4034 Irving Place
Culver City, CA 90230
Enrollment: 4,800
Suburban (40,000)
Page 32

Cupertino Union School District
10301 Vista Drive
Cupertino, CA 95014
Enrollment: 13,500
Suburban (N/A)
Pages 12, 22, 54

Elk Grove Unified School District
8820 Elk Grove Boulevard
Elk Grove, CA 95624
Enrollment: 31,000
Suburban (124,300)
Pages 31, 54

El Segundo Unified School District
641 Sheldon Street
El Segundo, CA 90245
Enrollment: 2,100
Suburban (N/A)
Pages 5, 27, 49

Goleta Union School District
401 N. Fairview Avenue
Goleta, CA 93117
Enrollment: 4,100
N/A (N/A)
Pages 24, 36

Manteca Unified School District
2901 E. Louise Avenue
P.O. Box 32
Manteca, CA 95336
Enrollment: 13,400
Mid-size Urban (52,000)
Pages 36, 46, 48

Montebello Unified School District
123 S. Montebello Boulevard
Montebello, CA 90640
Enrollment: 32,809
Suburban (130,000)
Pages 11, 19, 27

Redondo Unified School District
1441 Inglewood Avenue
Redondo Beach, CA 90278
Enrollment: 8,430
Suburban (62,000)
Pages 5, 12, 39, 41, 43

CALIFORNIA cont.

San Diego City Schools
4100 Normal Street
San Diego, CA 92103
Enrollment: 125,000
Large-size Urban (N/A)
Pages 4, 9, 27, 47

San Francisco Unified School District
135 Van Ness Avenue
Dan Francisco, CA 94102
Enrollment: 64,000
Large-size Urban (N/A)
Page 13

Savanna School District
833 Kouri Lane
Anaheim, CA 92804
Enrollment: N/A
N/A (N/A)
Pages 43, 44

COLORADO

Adams County School District 14
4720 E. 69th Avenue
Commerce City, CO 80022
Enrollment: 5,500
Suburban (18,000)
Pages 9, 26

Arriba-Flagler Consolidated School District 20
421 Julian
P.O. Box 218
Flagler, CO 80815
Enrollment: 237
Rural (650)
Pages 14, 46, 50

Boulder Valley Public Schools
6500 E. Arapahoe Avenue
Boulder, CO 80301
Enrollment: 24,000
Mid-size Urban (N/A)
Pages 32, 39, 46

Brush Public Schools RE 25
527 Industrial Park Road
Brush, Co 80723
Enrollment: 1,350
Rural (6,000)
Pages 9, 47

COLORADO cont.

Ignacio School District 11
P.O. Box 446
Ignacio, CO 81137
Enrollment: 982
Rural (N/A)
Pages 20, 24, 50

Lamar School District RE 2
210 W. Pearl
Lamar, CO 81052
Enrollment: 2,053
Rural (9,901)
Page 31

Limon School District RE 45
P.O. Box 249
Limon, CO 80828
Enrollment: 511
Rural (N/A)
Pages 6, 35, 44

Miami/Yoden School District #60
420 Rush Road
Rush, CO 80833
Enrollment: 200
Rural (N/A)
Pages 18, 50

Rocky Ford R2 District
601 South 8th Street
Rocky Ford, CO 81067
Enrollment: 1,200
Rural (4,500)
Pages 36, 46, 47, 50

St. Vrain Valley District
395 Pratt Parkway
Longmont, CO 80501
Enrollment: 15,863
Suburban (N/A)
Pages 9, 47

CONNECTICUT

Cheshire Public Schools
29 Main Street
Cheshire, CT 06410
Enrollment: 4,500
Suburban (28,000)
Pages 27, 42

CONNECTICUT cont.

Danbury Public Schools
Administrative Center
63 Beaver Brook Road
Danbury, CT 06810
Enrollment: 8,600
Mid-size Urban (66,000)
Pages 5, 15, 24, 54

Groton Public Schools
Groton, CT 06340
Enrollment: 5,700
Rural (N/A)
Pages 27, 33

Middletown Public Schools
311 Hunting Hill Avenue
Middletown, CT 06457
Enrollment: 4,300
Suburban (N/A)
Page 15

Plainville Public Schools
47 Robert Holcomb Way
Plainville, CT 06062
Enrollment: 2,200
Suburban (18,000)
Pages 39, 48

Project LEARN
P.O. Box 220
East Lyme, CT 06333
Enrollment: 45,900
Mid-size Urban, Suburban, Rural (N/A)
Page 28

Stonington Public Schools
49 N. Stonington Road
P.O. Box 479
Old Mystic, CT 06372
Enrollment: 2,148
Suburban (N/A)
Page 33

West Hartford Public Schools
28 S. Main Street
West Hartford, CT 06107
Enrollment: 8,000
Suburban (N/A)
Pages 8, 12, 28, 49

DELAWARE

Christina School District
83 E. Main Street
Newark, DE 19711
Enrollment: 18,000
Suburban (150,000)
Pages 7, 20, 44

Indian River School District
R.D. 2, Box 236
Frankford, DE 19945
Enrollment: 6,741
Rural (95,000)
Pages 24, 54

DISTRICT OF COLUMBIA

District of Columbia Public Schools
415 12th Street, N.W.
Washington, D.C. 20004
Enrollment: N/A
Large-size Urban (600,000 +)
Pages 30, 43

FLORIDA

Brevard County Public Schools
2700 St. John's Street
Melbourne, FL 32940
Enrollment: 60,421
Suburban (417,740)
Pages 4, 24

Dade County Public Schools
1450 N.E. Second Avenue
Miami, FL 33132
Enrollment: 297,000
Large-size Urban (1.2 million)
Pages 5, 7, 8, 22, 31, 35, 40

Duval County Public Schools
1701 Prudential Drive
Jacksonville, FL 32207
Enrollment: 120,000
Large-size Urban (800,000)
Pages 33, 35

Escambia County Public Schools
215 W. Garden Street
P.O. Box 1470
Pensacola, FL 32597
Enrollment: 44,264
Mid-size Urban (262,798)
Pages 10, 12, 13

FLORIDA cont.

Martin County School District
500 E. Ocean Boulevard
Stuart, FL 34994
Enrollment: 12,000
Suburban (112,000)
Pages 10, 28, 39

Okeechobee County Schools
100 S.W. 5th Avenue
Okeechobee, FL 34974
Enrollment: 6,100
Rural (30,000)
Pages 13, 18, 24

Orange County Public Schools
445 W. Amelia
Orlando, FL 32801
Enrollment: 110,000
Large-size Urban (712,637)
Pages 8, 13, 33, 35, 39

GEORGIA

Americus City Schools
P.O. Box 347
Americus, GA 31709
Enrollment: 3,200
Rural (16,000)
Page 50

Cobb County Public Schools
514 Glover Street
Marietta, GA 30060
Enrollment: 76,000
Large-size Urban (470,000)
Pages 24, 28, 39

Decatur City Schools
320 N. McDonough Street
Decatur, GA 30030
Enrollment: 2,320
Mid-size Urban (N/A)
Pages 28, 36, 54

Fulton County Schools
786 Cleveland Avenue, S.W.
Atlanta, GA 30315
Enrollment: 48,000
Mid-size Urban (228,453)
Pages 10, 22, 39

GEORGIA cont.

Hall County School System
711 Green Street, Suite 100
Gainesville, GA 30505
Enrollment: 15,000
Suburban/Rural (N/A)
Page 50

Liberty County School System
110 S. Gause Street
Hinesville, GA 31313
Enrollment: 9,725
Suburban (54,000 +)
Pages 6, 15, 54

IDAHO

Clark County School District 161
343 S. Center
P.O. Box 237
Dubois, ID 83423
Enrollment: 195
Rural (795)
Pages 32, 46, 54

Joint School District 2
911 Meridian Road
Meridian, ID 83642
Enrollment: 16,045
Suburban (N/A)
Pages 24, 35, 36

ILLINOIS

Altamont Consolidated Unified School District 10
116 N. Main
Altamont, IL 62411
Enrollment: 825
Rural (4,500)
Pages 26, 46, 48

Bloomington District 87
300 E. Monroe
Bloomington, IL 61704
Enrollment: 5,700
Suburban (N/A)
Pages 10, 31, 46

Byron Consolidated Unified School District 226
P.O. Box 911
Byron, IL 61010
Enrollment: 1,403
Rural (5,000)
Pages 19, 24, 47

ILLINOIS cont.

Crete-Monee School District 201-U
1742 Dixie Highway
Crete, IL 60417
Enrollment: 4,500
Suburban (10,000)
Pages 10, 31

Earlville Community Unit School District 9
P.O. Box 539 Union Street
Earlville, IL 60518
Enrollment: 500
Rural (1,400)
Page 55

Elementary School District 159
6131 Allemong
Matteson, IL 60443
Enrollment: 1,545
Suburban (N/A)
Page 55

Forrestville Valley Community Unit School District 221
P.O. Box 665
Forreston, IL 61030
Enrollment:1,097
Rural (5,500)
Pages 48, 55

Midwest Central District 191
1010 S.Washington Street
Manito, IL 61546
Enrollment: 1,500
Rural (N/A)
Pages 10, 31, 42, 50

Minodia Community High School, District 111
Minodia, IL
Enrollment: 850
N/A (N/A)
Pages 10, 20

Mundelein Consolidated High School District 120
1350 W. Hawley
Mundelein, IL 60060
Enrollment: 1,200
Suburban (N/A)
Pages 24, 46

Niles Elementary District 71
6935 W. Touhy
Niles, IL 60714
Enrollment: 380
Suburban (30,000)
Pages 15, 31

ILLINOIS cont.

Pekin Public Schools District 108
501 Washington Street
Pekin, IL 61554
Enrollment: 4,000
Suburban (30,000 +)
Page 30

Pleasantdale Elementary School District 107
7450 S. Wolf Road
Elmhurst, IL 60126
Enrollment: 573
Suburban (N/A)
Pages 10, 12

Ridgewood High School District 234
7500 W. Montrose Avenue
Norridge, IL 60634
Enrollment: 606
Suburban (15,500)
Pages 18, 41, 42

Thornton Township High School District 205
151st & Broadway
Harvey, IL 60426
Enrollment: 6,500
Suburban (N/A)
Pages 15, 50

Township High School District 214
2121 Goelbarb Road
Arlington Heights, IL 60005
Enrollment: 10,500
Suburban (200,000)
Pages 46, 47

INDIANA

MSD of Wayne Township
1220 S. High School Road
Indianapolis, IN 46241
Enrollment: 12,400
Suburban (N/A)
Pages 10, 48

South Madison Community School Corporation
201 S. East Street
Pendleton, IN 46064
Enrollment: 3,269
Rural (N/A)
Page 18

IOWA

Central Community Schools of Clinton County
DeWitt, IA 52742
Enrollment: 1,568
Rural (9,000)
Pages 34, 51

Des Moines Independent Community School District
1800 Grand Avenue
Des Moines, IA
Enrollment: 31,000
Mid-size Urban (200,000)
Page 32

Iowa City Community School District
509 S. Dubuque Street
Iowa City, IA 52240
Enrollment: 9,655
Mid-size Urban (60,000)
Page 41

Webster City Community School
825 Beach Street
Webster City, IA 50595
Enrollment: 1,850
Rural (N/A)
Page 32

KANSAS

Anthony-Harper Unified School District 361
124 N. Jennings
Anthony, KS 67003
Enrollment: 1,100
Rural (6,000)
Pages 36, 46, 49

Auburn-Washburn Unified School District 437
5928 S.W. 53rd Street
Topeka, KS 66610
Enrollment: 4,700
Suburban (150,000)
Page 10, 20, 24, 25

Ellsworth-Kanopolis Unified School District 327
P.O. Box 306
Ellsworth, KS 67439
Enrollment: 900
Rural (2,500)
Page 47

Ell-Saline Unified School District 307
1757 N. Halstead Road
Salina, KS 67401
Enrollment: 400
Rural (1,200)
Pages 15, 51

KANSAS cont.

Geary County Unified School District 475
1120 W. 8, P.O. Box 370
Junction City, KS 66441
Enrollment: 7,000
Rural (N/A)
Pages 15, 46

McPherson Unified School District 418
514 N. Main
McPherson, KS 67460
Enrollment: 3,000
N/A (N/A)
Pages 25, 30

Moscow Public Schools, Unified School District 209
P.O. Box 158
Moscow, KS 67952
Enrollment: 167
Rural (500)
Pages 26, 36, 46

Osborne County Schools, District 392
P.O. Box 209
Osborne, KS 67473
Enrollment: 523
Rural (N/A)
Pages 7, 22, 36

Riverton Unified School District 404
P.O. Box 290
Riverton, KS 66770
Enrollment: 750
Rural (1,800-2,000)
Pages 16, 44, 46

Salina Unified School District 305
P.O. Box 797
Salina, KS 67402
Enrollment: 7,500
Rural (43,000)
Pages 7, 36, 46, 51

Southern Lyon County
302 Commercial
Hartford, KS 66854
Enrollment: 597
Rural (1,300)
Pages 16, 20

Stafford Community Schools, Unified School District 349
418 E. Broadway
Stafford, KS 67578
Enrollment: 300
Rural (N/A)
Pages 16, 46

KANSAS cont.

Unified School District 248
401-415 N. Summit
Girard, KS 66743
Enrollment: 1,200
Rural (3,200)
Page 33

Unified School District 250
510 Deill Street
Pittsburg, KS 66762
Enrollment: 3,000
Rural (20,000)
Page 46

Unified School District 445
615 Ellis
Coffeyville, KS 67337
Enrollment: 2,700
Rural (17,500)
Pages 16, 36, 44

Valley Center Schools
132 S. Park Street
Valley Center, KS 67147
Enrollment: 2,300
Suburban (8,000)
Pages 7, 20, 39, 44, 46

Winfield Unified School District 465
920 Wellington
Winfield, KS 67156
Enrollment: 2,600
Rural (15,000)
Pages 25, 46

KENTUCKY

Bardstown City Schools
308 North 5th Street
Bardstown, KY 40004
Enrollment: 1,600
Rural (10,000)
Pages 20, 48, 55

Boyd County Public Schools
1104 Bob McCullough Drive
Ashland, KY 41102
Enrollment: 3,968
Rural (51,158)
Pages 25, 28, 33

KENTUCKY cont.

Eminence Independent School District
101 S. Main, Box 146
Eminence, KY 40019
Enrollment: 550
Rural (2,550)
Pages 20, 25

Fayette County Public Schools
701 S. Main Street
Lexington, KY 40502
Enrollment: 33,000
Mid-size Urban (225,000)
Page 10, 25

Frankfort Independent School District
315 Steele Street
Frankfort, KY 40601
Enrollment: 850
Small Urban (N/A)
Pages 20, 25, 33

Jefferson County Public Schools
VanHoose Education Center
P.O. Box 34020
Louisville, KY 40232
Enrollment: 93,000
Large-size Urban (N/A)
Pages 7, 36, 51

Kenton County Schools
20 Kenton Lands
Erlanger, KY 41018
Enrollment: 11,500
Suburban (N/A)
Pages 11, 28

Oldham County Public School District
P.O. Box 207
La Grange, KY 40031
Enrollment: 7,000
Suburban/Rural (33,263)
Pages 37, 42

LOUISIANA

Beauregard Parish School System
202 W. Third Street-P.O. Drawer 938
DeRidder LA 70634
Enrollment: 6,500
Rural (30,303)
Pages 11, 24, 37

LOUISIANA cont.

Calcasieu Parish School Board
1724 Kirkman Street
Lake Charles, LA 70601
Enrollment: 34,000
Suburban/Rural (150,000)
Pages 39, 51

Iberia Parish School Board
1500 Jane Street
New Iberia, LA 70560
Enrollment: 16,000
Rural (N/A)
Page 37

Jefferson Davis Parish School Board
203 E. Plaquemine Street
P.O. Box 640
Jennings, LA 70546
Enrollment: 7,000
Rural (N/A)
Pages 42, 55

New Orleans Public Schools
4100 Touro Street
New Orleans, LA 70122
Enrollment: 83,000
Large-size Urban (497,000)
Pages 26, 28, 55

St. James Parish Public School System
1876 W. Main
P.O. Box 338
Lutcher, LA 70071
Enrollment: 4,500
Rural (N/A)
Page 51, 55

St. Tammany Parish Public Schools
212 W. 17th Avenue
P.O. Box 940
Covington, LA 70434
Enrollment: 28,000
Suburban (N/A)
Pages 16, 20

MAINE

Easton School Department
P.O. Box 126
Bangor Road
Easton, ME 04740
Enrollment: 300
Rural (1,300)
Page 28

MAINE cont.

Portland School Department
331 Veranda St.
Portland, ME 04103
Enrollment: 8,000
Small Urban (N/A)
Pages 11, 40

MARYLAND

Baltimore County Public Schools
6901 N. Charles Street
Towson, MD 21204
Enrollment: 92,655
Large-size Urban/Suburban (N/A)
Pages 13, 16, 39, 55

Howard County Public School System
10910 Route 108
Ellicott City, MD 20142
Enrollment: 34,000
Suburban (200,000)
Page 44

Washington County Public Schools
820 Commonwealth Avenue
P.O. Box 730
Hagerstown, MD 21740
Enrollment: 18,311
Rural (120,000)
Pages 11, 39

MASSACHUSETTS

Attleboro Schools
Rathbun Willard Drive
Attleboro, MA 02703
Enrollment: 6,000
Small Urban (N/A)
Pages 25, 41

Boston Public Schools
26 Court Street
Boston, MA 02108
Enrollment: 60,896
Large-size Urban (N/A)
Pages 16, 28

Masconomet Regional School District
RFD 1
Topsfield, MA 01983
Enrollment: 1,110
Suburban (N/A)
Page 13

MARYLAND cont.

Newburyport Public Schools
70 Low Street
Newburyport, MA 01950
Enrollment: 2,270
Rural (16,000)
Pages 12, 39

MICHIGAN

Bedford Public Schools
1623 W. Sterns Road
Temperance, MI 48182
Enrollment: N/A
N/A (N/A)
Page 10

Buena Vista School District
705 N. Towerline Road
P.O. Box 4829
Saginaw, MI 48601
Enrollment: 1,760
Suburban (10,900)
Pages 40, 46, 51

Chelsea School District
500 E. Washington Street
Chelsea, MI 48118
Enrollment: 2,500
Suburban (N/A)
Pages 24, 47

Comstock Public Schools
301 N. 26th
P.O. Box 369
Comstock, MI 49041
Enrollment: 2,745
Suburban (13,000)
Pages 20, 48

Delton Schools
327 N. Grove Street
Delton, MI 49046
Enrollment: 630+
Rural (N/A)
Page 20, 31

City of Flint School District
923 E. Kearsley Street
Flint, MI 48502
Enrollment: 30,000
Mid-size Urban (140,000)
Page 31, 37, 46

MICHIGAN cont.

Garden City Public Schools
1333 Radcliff
Garden City, MI 48135
Enrollment: 6,000
Suburban (N/A)
Pages 30, 33, 46

Grand Haven Area Public Schools
ESC Beechtree
Grand Haven, MI 49417
Enrollment: 5,000
Suburban (N/A)
Pages 41, 51

Grand Rapids Public Schools
143 Bostwick NE
Grand Rapids, MI 49503
Enrollment: 30,000-31,000
Mid-size Urban (195,000+)
Pages 14, 44, 51

School District of the City of Holland
372 S. River Avenue
Holland, MI 49423
Enrollment: 6,000
Mid-size Urban (N/A)
Pages 10, 47

Lakeshore Public Schools
5771 S. Cleveland Avenue
Stevensville, MI 49127
Enrollment: 2,845
Suburban/Rural (10,000)
Page 51

The Lamphere Schools
31201 Dorchester
Madison Heights, MI 48071
Enrollment: 2,100
Suburban (40,000)
Page 51

L'Anse Creuse Public Schools
36727 Jefferson
Harrison Township, MI 48045
Enrollment: 8,400
Suburban (31,000)
Pages 25, 33

Madison School District
3498 Treat Highway
Adrian, MI 49221
Enrollment: 635
Rural (N/A)
Pages 20, 41

MICHIGAN cont.

Midland Public Schools
600 E. Carpenter Street
Midland, MI 48640
Enrollment: 8,839
Mid-size Urban (45,000)
Pages 10, 41

Monroe Public Schools
1275 N. Macomb
Monroe, MI 48161
Enrollment: 7,250
Suburban (60,000)
Page 45

Trenton Public Schools
2603 Charlton Road
Trenton, MI 48183
Enrollment: 3,166
Suburban (20,596)
Pages 16, 51

MINNESOTA

St. Frances Independent School District 15
3225 Bridge Street
St. Frances, MN 55070
Enrollment: N/A
N/A (N/A)
Pages 12, 18

MISSISSIPPI

Claiborne County School District
P.O. Box 337
Port Gibson, MS 39150
Enrollment: 2,300
Rural (11,370)
Pages 23, 49

Holly Springs School District
165 N. Walthall Street
Holly Springs, MS 38635
Enrollment: 1,999
Mid-size Urban (7,261)
Pages 16, 27, 42

Humphreys County School District
P.O. Box 678
401 Fourth Street
Belzoni, MS 39038
Enrollment: 2,578
Rural (13,400)
Pages 20, 35

MISSISSIPPI cont.

Pass Christian Public School District
701 W. North Street
Pass Christian, MS 39571
Enrollment: 1,500
Suburban/Rural (N/A)
Pages 10, 33, 55

MISSOURI

Blue Springs R-IV Schools
1801 W. Vesper
Blue Springs, MO 64015
Enrollment: 11,300
Suburban (N/A)
Pages 47, 52

School District of the City of Independence, Missouri
1231 S. Windsor
Independence, MO 64055
Enrollment: 11,000
Suburban (75,000)
Page 28

Maryville R-II School District
109 E. Summit Drive
Maryville, MO 64468
Enrollment: 1,500
Rural (N/A)
Pages 45, 47

Pattonville School District
115 Harding Avenue
Maryland Heights, MO 63043
Enrollment: 6,600
Suburban (N/A)
Pages 19, 42, 52

Rockwood School District
111 E. North Street
Eureka, MO 63025
Enrollment: 17,400
Suburban (N/A)
Pages 40, 47

MONTANA

Bozeman Public Schools
404 W. Main
Bozeman, MT 59715
Enrollment: 4,800
Rural (N/A)
Pages 31, 51

NEBRASKA

Cairo Schools
P.O. Box 430
Cairo, NE 68824
Enrollment: 600
Rural (N/A)
Pages 13, 29

School District of Crete
920 Linden Avenue
Crete, NE 68333
Enrollment: 1,380
Rural (5,000)
Pages 24, 41

Millard Public Schools
5606 S. 147th Street
Omaha, NE 68137
Enrollment: 17,337
Suburban (60,000)
Pages 25, 40, 52

Otoe Elementary School District 78
314 Locust
P.O. Box 93
Otoe, NE 68417
Enrollment: 30
Rural/Village (196)
Pages 22, 41

NEVADA

Clark County School District
2832 E. Flamingo Road
Las Vegas, NV 89121
Enrollment: 136,188
Large-size Urban (N/A)
Pages 13, 23, 25, 37

Washoe County School District
425 E. Ninth Street
Reno, NV 89520
Enrollment: 41,746
Mid-size Urban (254,667)
Pages 23, 38

NEW JERSEY

Barrington School District
School Lane - 1
Barrington, NJ 08007
Enrollment: 560
Suburban (N/A)
Page 16

NEW JERSEY cont.

Bergen County Technical Schools District
200 Hackensack Avenue
Hackensack, NJ 07601
Enrollment: 1,800 (Secondary)
Suburban (825,000)
Pages 41, 52

Brick Township Public School District
101 Hendrickson Avenue
Brick, NJ 08724
Enrollment: 9,906
N/A (N/A)
Pages 12, 19

Camden City Public Schools
2101 Ferry Avenue, 3rd Floor
Camden, NJ 08104
Enrollment: 19,700
N/A (N/A)
Page 45

Galloway Township Public Schools
P.O. Box 728
101 S. Reeds Road
Absecon, NJ 08201
Enrollment; 2,954
Suburban (25,000)
Pages 25, 33

Hoboken Public Schools
1115 Clinton Street
Hoboken, NJ 07030
Enrollment: 3,200
Mid-size Urban (N/A)
Pages 27, 48

Lower Township Board of Education
834 Seashore Road
Cape May, NJ 08204
Enrollment: 2,000 (K-6)
Rural (20,000)
Page 43

North Wildwood
1201 Atlantic Avenue
North Wildwood, NJ 08260
Enrollment: 460
Suburban (N/A)
Pages 16, 41

Township of Ocean School District
163 Monmouth Road
Oakhurst, NJ 07755
Enrollment: 4,000
Suburban (26,000)
Pages 29, 37

NEW JERSEY cont.

Pemberton Township Public Schools
Trenton Road
Browns Mills, NJ 08015
Enrollment: 6,500
Rural/Urban (N/A)
Page 52

Piscataway Public Schools
P.O. Box 1332
1515 Stelton Road
Piscataway, NJ 08855-1332
Enrollment: 5,850
Suburban (50,000)
Pages 43, 52

Salem County Vocational Technical Schools
P.O. Box 350
Woodstown, NJ 08098
Enrollment: 500
Rural (65,000)
Page 52

Sussex County Vocational School
105 N. Church Road
Sparta, NJ
Enrollment: 965
Suburban (N/A)
Page 44

Totowa Public Schools
93 Lincoln Avenue
Totowa, NJ 07512
Enrollment: 760
Suburban (28,000)
Pages 16, 17

Willingboro School District
50 Salem Road
Willingboro, NJ 08046
Enrollment: 5,904
Suburban (36,291)
Pages 37, 52

NEW YORK

Albany Schohorie Schenectady BOCES
1013 Watervliet-Shaker Road
Albany, NY 12205
Enrollment: 65,000
Regional Education Service Agency (N/A)
Pages 31, 40

NEW YORK cont.

Amagansett Union Free School District
Main Street
P.O. Box 7062
Amagansett, NY 11930
Enrollment: 146
Rural (2,200)
Pages 17, 27

Ardsley Union Free School District
500 Farm Road
Ardsley, NY 10502
Enrollment: 1,577
Suburban (9,000)
Pages 25, 33, 47

Baldwin Union Free School District
960 Hastings Street
Baldwin, NY 11510
Enrollment: 4,660
Suburban (33,000)
Pages 17, 23

Bath Central School
25 Ellis Avenue
Bath, NY 14810
Enrollment: 2,200
Rural (N/A)
Pages 45, 55

Canandaigua City School District
69 Howell Street
Canandaigua, NY 14424
Enrollment: 4,000+
Small City (20,000)
Pages 48, 52

Clarence Central School District
Main Street
Clarence, NY 14031
Enrollment: 3,505
Suburban (19,000)
Pages 33, 44

Clarkstown Central School District
30 Parrott Road
West Nyack, NY 10994
Enrollment: 8,500
Suburban (80,000)
Page 19

East Aurora Union Free School District
Main Street
East Aurora, NY 14052
Enrollment: 1,800
Suburban (N/A)
Page 32

NEW YORK cont.

East Meadow Union Free School District
101 Carman Avenue
East Meadow, NY 11554
Enrollment: 7,600
Suburban (46,000)
Pages 19, 45

Elmont Union Free School District
135 Elmont Road
Elmont, NY 11003
Enrollment: 3,300
Suburban (N/A)
Page 49

Erie 1 BOCES
2 Pleasant Avenue West
Lancaster, NY 14086
Enrollment: 3,700
Regional Education Service Agency (N/A)
Page 29

Farmingdale Public Schools
50 Van Cott Avenue
Farmingdale, NY 11735
Enrollment: 5,373
Suburban (N/A)
Page 37

Goshen Central School District
Main Street
Goshen, NY 10924
Enrollment: 2,500
Suburban (15,000)
Pages 42, 43

Harborfields Consolidated School District
2 Oldfield Road
Greenlawn, NY 11740
Enrollment: 2,600
Suburban (26,000)
Pages 12, 34

Hicksville Public Schools
Division Avenue
Hicksville, NY 11801
Enrollment: 4,450
Suburban (N/A)
Page 43

Hopevale Union Free School District
3780 Howard Road
P.O. Box 828
Hamburg, NY 14075
Enrollment: 100
Special Act Public School District (N/A)
Pages 23, 29

NEW YORK cont.

Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES
RD 1, Box 130, Arsenal St. Road
Watertown, NY 13601
Enrollment: 25,000
Regional Education Service Agency(N/A)
Pages 29, 37

Kenmore-Town of Tonawanda Union Free School District
1500 Colvin Boulevard
Kenmore, NY 14223
Enrollment: 8,808
Suburban (82,464)
Page 37

Mahopac Central School District
112 Lakeview Drive
Mahopac, NY 10541
Enrollment: 4,045
Suburban (N/A)
Page 25

Mineola Union Free School District
200 Emory Road
Mineola, NY 11501
Enrollment: 2,700
Suburban (25,000)
Page 17

City School District of New Rochelle
515 North Avenue
New Rochelle, NY 10801
Enrollment: 8,282
Suburban (67,265)
Pages 17, 37

New York City Public Schools
110 Livingston Street
Brooklyn, NY 11201
Enrollment: 995,000
Large-size Urban (8 million)
Pages 4, 13, 29, 34

Niagara Falls City School District
607 Walnut Avenue
Niagara Falls, NY 14302
Enrollment: 9,000
Mid-size Urban (N/A)
Pages 29, 33

Oswego City School District
233 W. Utica Street
Oswego, NY 13126
Enrollment: 5,300
Suburban (35,113)
Pages 17, 32

NEW YORK cont.

Rome City School District
112 E. Thomas Street
Rome, NY 13440
Enrollment: 8,034
Small City (N/A)
Pages 40, 47

Roslyn Public Schools
Hanson Hill Road
Roslyn, NY 11576
Enrollment: 2,500
Suburban (25,000)
Pages 17, 37

Sag Harbor Union Free School District
RR2, Box 11
Sag Harbor, NY 11963
Enrollment: 610
Rural (5,000)
Page 21

Southern Westchester BOCES
17 Berkley Drive
Rye Brook, NY 10573
Enrollment: N/A
Regional Education Service Agency (N/A)
Pages 17, 29

Steuben Allegany BOCES
6666 Babcock Hollow Road
Bath, NY 14810
Enrollment: 19,000
Regional Education Service Agency (N/A)
Pages 30, 47

Sugar Loaf Union Free School District
P.O. Box 530
Gibson Hill Road
Chester, NY 10918
Enrollment: 114
Special Act School District (N/A)
Pages 45, 49

Tuckahoe Common School District
468 Magee Street
South Hampton, NY 11968
Enrollment: 209
Rural (1,500)
Pages 13, 23

Washingtonville Consolidated School District
52 W. Main Street
Washingtonville, NY 10992
Enrollment: 4,400
Suburban (12,400)
Pages 34, 41

NEW YORK cont.

Wayne County Schools
534 Albany Road
Monticello, NY 42633
Enrollment: 2,688
Rural (17,468)
Pages 43, 47

Yonkers Public Schools
145 Palmer Road
Yonkers, NY 10701
Enrollment: 20,246
Mid-size Urban (N/A)
Pages 13, 40

NORTH CAROLINA

Asheboro City Schools
1126 S. Park Street
P.O. Box 1103
Asheboro, NC 27203
Enrollment: 3,600
Suburban (18,000)
Pages 21, 35, 52

Cabarrus County Schools
660 Highway 29 North
P.O. Box 388
Concord, NC 28026
Enrollment: 14,000+
Suburban/Rural (98,935)
Pages 40, 44, 52

Fort Bragg Schools
P.O. Box 70089
Fort Bragg, NC 28307
Enrollment: 4,800
Suburban (40,000)
Pages 16, 52

Franklinton City Schools
P.O. Box 430
Franklinton, NC 27525
Enrollment: 1,275
Rural (7,275)
Pages 28, 33

Henderson County Schools
125 E. Allen Street
Hendersonville, NC 28792
Enrollment: 10,000
Rural (90,000)
Pages 35, 42

NORTH CAROLINA cont.

Hickory Public Schools
432 4th Avenue, S.W.
Hickory, NC 28602
Enrollment: 4,075
Small Urban (28,301)
Pages 16, 45

Perquimans County Schools
411 Edenton Road Street
P.O. Box 337
Hartford, NC 27944
Enrollment: 1,900
Rural (10,000)
Pages 20, 29

Polk County Schools
P.O. Box 638
Columbus, NC 28722
Enrollment: N/A
N/A (N/A)
Pages 44, 48

NORTH DAKOTA

Dickinson Public School District
444 4th Street West
Dickinson, ND 58601
Enrollment: 3,200
Rural (N/A)
Pages 33, 52

Garrison Public School District 51
51 N.E. 5th Avenue
Garrison, ND 58540
Enrollment: 513 (K-12)
Rural (2,000)
Pages 33, 44

Grand Forks School District 1
317 Demers Avenue
Grand Forks, ND 58201
Enrollment: 10,000
Rural (50,000)
Pages 37, 52

OHIO

Brecksville Broadview Heights City Schools
6638 Mill Road
Brecksville, OH 44141
Enrollment: 3,375
Suburban (25,000)
Pages 9, 17

OHIO cont.

Brunswick City School District
3643 Center Road
Brunswick, OH 44212
Enrollment: 7,011
Suburban (35,000)
Page 32

Bucyrus City Schools
630 Jump Street
Bucyrus, OH 44820
Enrollment: 2,100
Suburban (N/A)
Pages 13, 25

Cuyahoga Valley Joint Unified School District
8001 Brecksville Road
Brecksville, OH 44141
Enrollment: 1,000 (High School)
Suburban (23,000)
Pages 32, 53

Delaware City School District
248 N. Washington Street
Delaware, OH 43015
Enrollment: 3,850
Suburban (N/A)
Pages 29, 32

Great Oaks Joint Vocational School District
3254 E. Kemper Road
Cincinnati, OH 45241
Enrollment: 2,700
Suburban/Rural (300,000)
Page 45

Greenville City Schools
Memorial Hall
Greenville, OH 45331
Enrollment: 3,800
Rural (13,800)
Page 32

Mechanicsburg E.V. Schools
60 High Street
Mechanicsburg, OH 43044
Enrollment: 792
Rural (2,000)
Page 26

North Olmsted City Schools
24100 Palm Drive
North Olmsted, OH 44070
Enrollment: 5,100
Suburban (N/A)
Pages 38, 42, 43

OHIO cont.

Parma City Schools
6726 Ridge Road
Parma, OH 44129
Enrollment: 13,000
Suburban/City (130,000)
Pages 21, 26

Piqua City Schools
316 N. College Street
Piqua, OH 45356
Enrollment: 4,200
Rural (22,000)
Pages 13, 17

Portage County Board of Education
224 W. Riddle Avenue
Ravenna, OH 44266
Enrollment: 23,300
Suburban (142,000)
Page 53

Springboro Community City Schools
270 W. Central Avenue
Springboro, OH 45066
Enrollment: 2,500
Suburban/Rural (7,000)
Page 25

Toledo Public Schools
Manhattan & Elm Streets
Toledo, OH 43608
Enrollment: 39,416
Mid-size Urban (N/A)
Pages 25, 49, 55

Trotwood-Madison City School
444 S. Broadway
Trotwood, OH 45426
Enrollment: 4,150
Suburban (40,000)
Pages 14, 35

Washington Local
3505 W. Lincolnshire Boulevard
Toledo, OH 43537
Enrollment: 7,300
Suburban (N/A)
Page 49

OKLAHOMA

Albion Public School
P.O. Box 189
Albion, OK 74521
Enrollment: 90
Rural (225)
Page 49

Alva Independent School District 001
501 14th Street
Alva, OK 73717
Enrollment: 1,160
Rural (6,000)
Page 42

Midwest City-Del City Schools
7217 S.E. 15th
Midwest City, OK 73110
Enrollment: 15,598
Suburban (100,000)
Pages 17, 21

OREGON

Coos Bay Schools, District 9
P.O. Box 509
Coos Bay, OR 97420
Enrollment: 4,400
Rural (20,000)
Pages 48, 53

David Douglas School District
1500 S.E. 130th Avenue
Portland, OR 97233
Enrollment: 6,765
Suburban (25,000)
Pages 45, 49

Greater Albany Public Schools
718 S.W. 7th
Albany, OR 97321
Enrollment: 7,500
Rural (35,000)
Pages 14, 48

Medford Schools
500 Monroe Street
Medford, OR 97501
Enrollment: 10,850
Rural (60,000)
Pages 14, 25

OREGON cont.

Oregon City Schools District
1417 12th Street
Oregon City, OR 97045
Enrollment: 6,200
Suburban (N/A)
Pages 25, 30

Portland Public Schools
501 N. Dixon
Portland, OR 97227
Enrollment: 57,000
Mid-size Urban (N/A)
Pages 6, 17

Yamhill Education Service District
800 E. Second Street
McMinnville, OR 97128
Enrollment: 13,304
Rural (61,000)
Page 14

PENNSYLVANIA

Beaver Valley Intermediate Unit 27
225 Center Grange Road
Aliquippa, PA 15001
Enrollment: 30,000
Rural (N/A)
Page 29

Brentwood Borough School District
3601 Brownsville Road
Pittsburgh, PA 15227
Enrollment: 1,244
Suburban (11,000)
Pages 43, 44

Bristol Township School District
800 Coates Avenue
Bristol, PA 19007
Enrollment: 7,925
Suburban (40,000)
Page 21

Cambria Heights School District
510 Beech Avenue
Patton, PA 16668
Enrollment: 2,103
Rural (11,800)
Pages 17, 48

PENNSYLVANIA cont.

Daniel Boone Area School District
1444 E. Main Street
Douglassville, PA 19518
Enrollment: 2,200
Suburban (14,000)
Pages 17, 48

Franklin Area School District
417 13th Street
Franklin, PA 16323
Enrollment: 2,900
Rural (10,000)
Pages 21, 23

Governor Mifflin School District
10 S. Waverly Street
P.O. Box C-750
Shillington, PA 19607
Enrollment: 3,900
Suburban (25,000)
Page 26

Great Valley School District
P.O. Box 617
Devanit, PA 19432
Enrollment: 3,000
Suburban (N/A)
Pages 38, 49

Greensburg Salem School District
11 Park Street
Greensburg, PA 15601
Enrollment: 3,900
Suburban (N/A)
Page 26

Harrisburg Schools
1201 N. 6th Street
Harrisburg, PA 17102
Enrollment: 9,100
N/A (N/A)
Pages 12, 47

Hopewell Area School District
2121 Brodhead Road
Aliquippa, PA 15001
Enrollment: 2,960
Suburban/Rural (N/A)
Pages 33, 36

Lewisburg Area School District
2249 W. Market Street
P.O. Box 351
Lewisburg, PA 17837
Enrollment: 1,800
Rural (N/A)
Pages 33, 34

PENNSYLVANIA cont.

Marion Center Area Schools
Main Street
Marion Center, PA 15759
Enrollment: 2,000
Rural (16,000)
Pages 18, 52

Pequea Valley School District
166 S. New Holland Road
Kinzers, PA 17535
Enrollment: 1,950
Rural (N/A)
Pages 26, 33

Richland School District
343 Theatre Drive
Johnstown, PA 15904
Enrollment: 1,665
Suburban (14,000)
Pages 18, 40

Southeastern Greene School District
RD No. 1
Greensboro, PA 15338
Enrollment: 925
Rural (5,280)
Page 44

Southern Fulton School District
RD 2, Box 45
Warfordsburg, PA 17267
Enrollment: 892
Rural (N/A)
Page 18

Springfield Township School District
Paper Mill Road
Oreland, PA 19075
Enrollment: 1,800
Suburban (20,000)
Page 45

West Mifflin Area School District
515 Camp Hollow Road
West Mifflin, PA 15122
Enrollment: 3,000
Suburban (26,000)
Pages 32, 38

West Shore School District
507 Fishing Creek Road
P.O. Box 803
New Cumberland, PA 17070
Enrollment: 7,600
Suburban/Rural (N/A)
Pages 26, 40

PENNSYLVANIA cont.

Wyomissing Area School District
630 Evans Avenue
Wyomissing, PA 19610
Enrollment: 1,641
N/A (N/A)
Page 38

RHODE ISLAND

Coventry School Department
50 Wood Street
Coventry, RI 02816
Enrollment: 5,400
Rural (N/A)
Page 29, 38

SOUTH CAROLINA

Dorchester County School District 4
500 Ridge Street
St. George, SC 29477
Enrollment: 2,600
Rural (N/A)
Pages 48, 53

SOUTH DAKOTA

Aberdeen School District
203 S.E. 3rd Avenue
Aberdeen, SD 57401
Enrollment: 4659
Rural (30,000)
Pages 18, 31

Huron Public Schools
535 Illinois S.W.
Huron, SD 57350
Enrollment: 2,650
Rural (13,000)
Page 38

Wessington Springs School District 36-2
301 N. Dakota Avenue
P.O. Box 449
Wessington Springs, SD 57382
Enrollment: 500
Rural (2,500)
Page 34

TENNESSEE

Bristol City Schools
Edgemont Avenue
Bristol, TN 37620
Enrollment: 3,500
Small Urban (N/A)
Pages 18, 53

Cleveland City
2600 Mouse Creek Road
Cleveland, TN 37312
Enrollment: 4,300
Suburban (35,000)
Pages 12, 56

Kingsport City Schools
1701 E. Center Street
Kingsport, TN 37664
Enrollment: 6,000
Small Urban (N/A)
Page 38

TEXAS

Arlington Independent School District
1203 Pioneer Parkway
Arlington, TX 76013
Enrollment: 48,000
Mid-size Urban (N/A)
Pages 24, 43

Bridge City Independent School District
Bower Street
Bridge City, TX 77611
Enrollment: 2,500
Suburban (10,000)
Page 21

Canyon Independent School District
508 16th Street
Canyon, TX 79015
Enrollment: 6,219
Suburban (50-60,000)
Pages 23, 35

Dallas Independent School District
3700 Ross Avenue
Dallas, TX 75304
Enrollment: 140,000
Large-size Urban (1 million)
Pages 7, 22, 38

TEXAS cont.

Ector County Independent School District
P.O. Box 3912
Odessa, TX 79760
Enrollment: 28,000
N/A (N/A)
Pages 14, 55

Galveston Independent School District
3904 Avenue T
Galveston, TX 77550
Enrollment: 11,000
Suburban (N/A)
Page 45

Houston Independent School District
3830 Richmond Avenue
Houston, TX 77027
Enrollment: 198,750
Large-size Urban (1,280,000)
Pages 22, 23

Northside Independent School District
5900 Evers Road
San Antonio, TX 78238
Enrollment: 54,000
Mid-size Urban, Suburban, Rural (250,000)
Page 46

Richardson Independent School District
400 S. Greenville Avenue
Richardson, TX 75081
Enrollment: 33,000
Suburban (N/A)
Pages 11, 22

Sheldon Independent School District
8540 C.E. King Parkway
Houston, TX 77044
Enrollment: 4,200
Suburban (N/A)
Pages 24, 35

Weslaco Independent School District
P.O. Box 266
Weslaco, TX 78596
Enrollment: 13,000
Rural (N/A)
Pages 34, 53

UTAH

Morgan School District
Morgan, UT 84050
Enrollment: 1,900
Rural (N/A)
Page 53

UTAH cont.

Tooele County School District
66 W. Vine
Tooele, UT 84074
Enrollment: 7,500
Suburban (28,000)
Pages 12, 29

Weber School District
5320 S. Adams Avenue
Ogden, UT 84405
Enrollment: 27,000
Suburban (80,000)
Page 53

VIRGINIA

Charlottesville Public Schools
1562 Dairy Road
Charlottesville, VA 22903
Enrollment: 4,500
Small-size Urban (43,000)
Page 38

Grayson County Schools
P.O. Box 215
Building 412 E. Main
Independence, VA 24348
Enrollment: 2,160
Rural (N/A)
Pages 38, 42

Greensville County Public Schools
105 Ruffin Street
Emporia, VA 23847
Enrollment: 2,850
Rural (15,000)
Pages 18, 21

Lee County
5 Park Street
Jonesville, VA 24263
Enrollment: 4,411
Rural (N/A)
Pages 21, 42

Newport News Public Schools
12465 Warwick Boulevard
P.O. Box 6130
Newport News, VA 23606
Enrollment: N/A
Mid-size Urban (N/A)
Page 43

VIRGINIA cont.

Norfolk Public Schools
800 E. City Hall Avenue
Norfolk, VA 23510
Enrollment: 36,000
Mid-size Urban (260,000)
Pages 29, 45

Northampton County Public Schools
P.O. Box 37
Eastville, VA 23347
Enrollment: 2,500
Rural (13,000)
Page 12

Portsmouth Public Schools
801 Crawford Street
Portsmouth, VA 23704
Enrollment: 18,200
N/A (N/A)
Pages 25, 29

Prince William County School Division
P.O. Box 389
Manassas, VA 22110
Enrollment: 45,600+
Mid-size Urban (250,000)
Page 34

Quantico Dependents' School System
3307 Purvis Road
Suite 101
Quantico, VA 22134
Enrollment: 1,300
Suburban (N/A)
Page 21

Roanoke City Schools
P.O. Box 13145
Roanoke, VA 24031
Enrollment: 12,700
Mid-size Urban (100,000)
Page 14

Southampton County
P.O. Box 96
Courtland, VA 23837
Enrollment: 2,380
Rural (N/A)
Page 27

Virginia Beach City Public Schools
2512 George Mason Drive
P.O. Box 6038
Virginia Beach, VA 23456
Enrollment: 74,000
Large-size Urban (N/A)
Pages 12, 21

VIRGINIA cont.

Washington County Public Schools
812 Thompson Drive
Abingdon, VA 24210
Enrollment: 7,500
Rural (46,000)
Pages 26, 40

Westmoreland County
P.O. Box 1060
Montross, VA 22520
Enrollment: 1,970
Rural (15,400)
Pages 26, 38

Williamsburg-James City County
101-D Mounts Bay Road
Williamsburg, VA 23185
Enrollment: 6,434
Suburban (N/A)
Pages 34, 49

York County Public Schools
302 Dare Road
Yorktown, VA 23693
Enrollment: 10,375
Suburban (42,000)
Page 24

WASHINGTON

Bremerton School District 100-C
300 N. Montgomery Avenue
Bremerton, WA 98312
Enrollment: 6,200
Suburban (36,000)
Pages 21, 47

Central Kitsap School District
9210 Silverdale Way N.W.
Silverdale, WA 98383
Enrollment: 12,400
Mid-size Urban (40,000)
Pages 18, 21, 22

East Valley School District 361
North 3415 Pines Road
Spokane, WA 99206
Enrollment: 4,600
Suburban (N/A)
Pages 18, 24

WASHINGTON cont.

Everett Schools
4730 Colby Avenue
Everett, WA 98203
Enrollment: 17,000
N/A (N/A)
Pages 34, 47

Northshore Schools
18315 Bothell Way N.E.
Bothell, WA 98011
Enrollment: 18,250
Suburban (120,000)
Pages 40, 53

Olympia School District
1113 Legion Way S.E.
Olympia, WA 98501
Enrollment: 8,400
Suburban (N/A)
Pages 30, 48

Puyallup School District 3
109 E. Pioneer Avenue
Puyallup, WA 98371
Enrollment: 15,000
Suburban (N/A)
Pages 22, 53

Steilacoom Historical School District 1
510 Chambers
Steilacoom, WA 98388
Enrollment: 1,650
Suburban (11,400)
Page 40

West Valley School District 208
8902 Zier Road
Yakima, WA 98908
Enrollment: 3,800
N/A (N/A)
Pages 22, 26

Woodland School District 404
1331 N. Goerig
P.O. Box 370
Woodland, WA 98674
Enrollment: 1,334
Rural (2700)
Page 38

WISCONSIN

Boyceville Community School District
Rt. 2, Box 500
Boyceville, WI 54725
Enrollment: 950
Rural (N/A)
Pages 14, 34

Dodgeland Schools
302 S. Main
Juneau, WI 53039
Enrollment: 1,000
Rural (N/A)
Pages 34, 47

Elbrook School District
13780 Hope Street
Brookfield, WI 53003
Enrollment: 6,800
Suburban (60,000)
Page 30

Green Bay Public Schools
200 S. Broadway
Green Bay, WI 54303
Enrollment: 18,000
Suburban (N/A)
Pages 23, 55

School District of Greenfield
8500 W. Chapman Avenue
Greenfield, WI 53228
Enrollment: 3,100
Suburban (N/A)
Pages 18, 40

School District of Janesville
527 S. Franklin Street
Janesville, WI 53545
Enrollment: 10,000
Rural/City (53,000)
Page 14

Johnson Creek Public School
111 South Street
Johnson Creek, WI 53038
Enrollment: 537
Rural (5,300)
Page 39

Middleton-Cross Plains Area School District
7106 South Avenue
Middleton, WI 53562
Enrollment: 4,400
Suburban (25-30,000)
Page 34

WISCONSIN cont.

Milwaukee Public Schools
5225 W. Vliet Street
Milwaukee, WI 53208
Enrollment: 100,163
Large-size Urban (628,000)
Pages 6, 8, 11

Neenah Joint School District
410 S. Commercial
Neenah, WI 54956
Enrollment: 6,500
N/A (N/A)
Page 34

Oshkosh Area School District
1600 Southland Avenue
P.O. Box 3048
Oshkosh, WI 54903
Enrollment: 9,500
N/A (N/A)
Pages 11, 30

Pewaukee Public Schools
510 Lake Street
Pewaukee, WI 53072
Enrollment: 1,600
Suburban (20,000)
Page 26

Seymour Community School District
10 Circle Drive
Seymour, WI 54165
Enrollment: 2,300
Rural (12,000)
Page 34

South Milwaukee
1225 Memorial Drive
South Milwaukee, WI 53172
Enrollment: 3,400
Suburban (23,700)
Page 32

Stevens Point Area Public Schools
1900 Polk Street
Stevens Point, WI 54481
Enrollment: 8,291
Suburban (60,000)
Page 30

Two Rivers Public School District
1500 27th Street
Two Rivers, WI 54241
Enrollment: 2,100
Suburban/Rural (N/A)
Pages 34, 53

WISCONSIN cont.

Wisconsin Rapids Public Schools
510 Peach Street
Wisconsin Rapids, WI 54494
Enrollment: 5,975
Rural (30,000)
Page 41

Wittenberg-Birnamwood School District
Highway 29 West
Wittenberg, WI 54499
Enrollment: 1,515
Rural (N/A)
Page 53

WYOMING

Albany County School District 1
1948 Grand Avenue
Laramie, WY 82070
Enrollment: 4,100
Rural (25,000)
Pages 20, 34

Werton County School District #1
116 Casper Avenue
Newcastle, WY 82701
Enrollment: 1,200
Rural (6,000)
Pages 14, 19

NSBA

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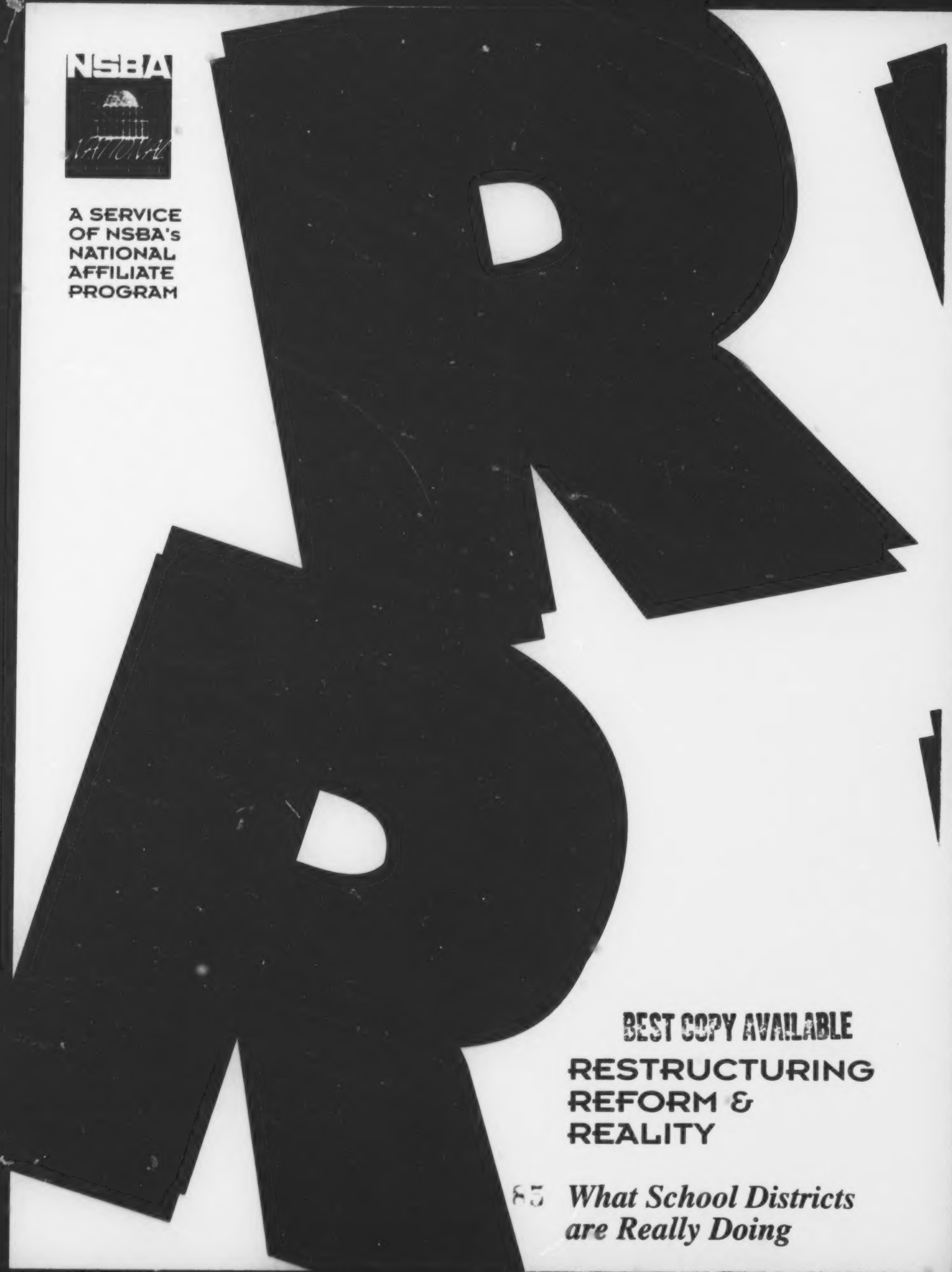
NATIONAL
AFFILIATE
PROGRAM



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What School Districts are Really Doing